

**IMPROVING READING COMPREHENSION SKILLS OF THE EIGHTH
GRADE OF SMP N 1 KARANG NONGKO BY USING STRUCTURE
STRATEGY IN THE ACADEMIC YEAR OF 2015/2016**

A THESIS

Submitted as a partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree in English Language Education



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2016

APPROVAL

**IMPROVING READING COMPREHENSION SKILLS
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BY USING STRUCTURE STRATEGY IN THE ACADEMIC YEAR OF
2015/2016**



Yogyakarta, May 20th 2016

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RATIFICATION

This thesis entitled *Improving Reading Comprehension Skills of the Eighth Grade of SMP N 1 Karangnongko by Using Structure Strategy in the Academic Year of 2015/2016* has been accepted by the Boards of Examiners of Faculty of Languages and Arts, Yogyakarta State University on May 13rd, 2016 and declared to have fulfilled the requirements for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education Department

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh oranglain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 20 Mei 2016

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MOTTOS

*Gather ye rose-buds while ye may; Old Time is still a-flying;
And this same flower that smiles today, tomorrow will be dying.*
-Robert Herrick-

Be kind. Smile often.
-Pook-

And seek help in patience and prayers.
-Quran (Al Baqarah : 45)-

DEDICATIONS

I proudly dedicate this thesis to:

- ♥ my beloved parents, Suyamto and Yasmi
- ♥ my brother, Joni Agus Prayitno

Thanks for your support, prayers and love.

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Finally, I realize that this thesis is still far from being perfect. Thus, any criticism and suggestions for the improvement of this thesis will have highly appreciated. Hopefully, this thesis is able to give contribution for the readers and useful for the English teaching and learning process.

Yogyakarta, May 20th 2016

The writer,

Eva Duwy Yanti

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ABSTRACT

This research was aimed to improve the grade VIII students' reading comprehension at SMP N 1 Karang Nongko by using Structure Strategy. It was conducted in class VIII B that consisted of 27 students in the academic year of 2015/2016.

This research was categorized into action research. The research was done in two cycles with three meetings in each cycle. Each cycle included some steps that were reconnaissance, planning, actions and observation and reflection. The participants of the research were the researcher, the English teacher, and students in Class VIII B of SMP N 1 Karang Nongko. There were two types of data in this research, qualitative and quantitative. The qualitative data were obtained from the observation during the teaching and learning process, the interview with the English teacher and the students. The data were in the form of field notes and interview transcripts. The quantitative data were obtained from the reading comprehension pre-test and post-test scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result showed that the students' reading comprehension significantly improved through Structure Strategy. Structure Strategy facilitated the students in understanding the whole meaning of the text by being aware of the important parts of the text. Moreover, the structure-strategy diagram made the students actively engaged during the teaching and learning process. The actions made significant improvements of the students' reading comprehension in the aspects of vocabulary interpretation, generating main idea, identifying the detail information of the text, and also students' participation during the reading lesson. The findings were supported by the students' mean scores which increased from 55.76 in the pre-test to 65.00 in the post-test. This achievement proved that using Structure Strategy could improve the students' reading comprehension ability.

CHAPTER I INTRODUCTION

This chapter presents the main issues of the background of the study, identification of the problem, delimitation of the problem, formulation of the study, objective of the study and significance of the study.

A. Background of the study

Everyone knows that English is important to master. Harmer (2001:1) says that English has become a *lingua franca*. It means English is a language accepted for communication between two different native speakers. When there are two speakers on different native languages who meet and want to have a conversation, automatically, they will greet in English.

In Indonesia itself, English becomes one of the main subjects. The students have to learn this subject from junior high school. As stated in the Ministerial Education Regulation No. 22/2006, there are several objectives in developing the students' communicative competences in oral and written forms to achieve the functional level of literacy. In the Standard Competencies and the Basic Competence, the students are expected to have good ability in reading certain text-types: descriptive, procedure, recount, narrative, report and short functional texts. They are required to comprehend the nature of the texts correctly.

Reading is one of the significant skills in English. It is one of the receptive skills besides listening. This skill enables students to develop their ability. According

to Mikulecky & Jeffries (2004:3), reading is one important way which can improve the students' general skill in English like improving their vocabulary and comprehension, increasing their reading speed, gaining more knowledge and finding examples of many different ways people speak and write.

However, comprehending is not a simple matter. Based on the information obtained in the observation in the English teaching and learning process conducted in SMP N 1 Karang Nongko, some problems had been identified related to their reading comprehension. For instance, many of the students had low reading comprehension ability and some of the students had lack of vocabulary. Most students also participate passively in the teaching and learning process. They suddenly felt so demotivated when they found unfamiliar words. As the result, they left the text and jumped to the questions related to details without inferring or understanding the message inside the text. In my opinion, without training themselves to read thoroughly, they were really lacking in finding main idea, inference and some explicit information

There are various kinds of strategies in reading that can be implemented to support the students in comprehending texts; one of them called Structure Strategy. This strategy includes the students to analyze units of structure of a text. It also involves the students to separate the structure of the text and arrange the information in a diagram to help them in comprehending the text efficiently. The use of the diagram is also expected to motivate the students in participating in the lessons.

Based on the problems and the proposed solution above the researcher is interested in conducting a research study entitled “Improving Reading Comprehension Skills of the Eight Grade of SMP N 1 Karang Nongko by Using Structure Strategy in the Academic Year of 2015/2016”.

B. Identification of the problem

In order to identify the existing problems in the reading comprehension, the researcher observed the teaching and learning process in VIII B class of SMP N 1 Karang Nongko and interviewed the English teacher and the students. In reference to this preliminary study, it is solicited that there were some problems which led the reading comprehension learning becomes ineffective. The problems were derived from the teacher, the students, and the teaching and learning process.

1. The teacher

Teachers have responsibilities to be a great leader in the classroom. They should be able to facilitate the learning by encouraging, prompting, and interacting students to be critical. Therefore, they also should be able to manage the class effectively and choose interesting strategies in teaching. Based on the observation conducted by the researcher in VIII B class of SMP N 1 Karang Nongko, the teacher cannot manage the reading class effectively. She also rarely used interesting method in teaching so the students got bored and they tended to have lack of motivation to read.

Related to the teacher's factors which are classroom management and reading strategies used by the teacher, it seemed that the teacher should make more attempts in conducting encouraging classroom management and applying appropriate reading strategies to develop students' reading comprehension.

2. The students

Students play important roles in the teaching and learning process. They are required to contribute to the discussions and be active participants in their own learning. They should feel free to ask questions or express their own ideas about a subject; not only to their teacher but also their peers. In fact, they often found difficulties in reading texts. They considered reading was difficult. Since they seldom used English as a language in a daily communication, they tended to have lack of vocabulary. Moreover, they lacked reading strategies. Consequently, they could not comprehend the texts well.

3. The teaching and learning process of reading

It is indicated from the classroom management, some students were busy chatting with their friends, and some others were busy doing their own activities while the teacher was explaining the lesson. There was no significant action such as giving fun activities or using interesting strategies to get the students' attention. This makes the process of teaching reading disturbed by the noises from the students. Moreover, it makes the participation of the students in the process of teaching reading was low and the interaction between the teacher and the students were limited.

C. Limitation of the problem

The researcher only focused on improving students' reading comprehension by using Structure Strategy at grade VIII at SMP N 1 Karang Nongko, Klaten. Regarding to the teaching and learning process of reading, the activity was mainly translating and testing. The students only read the text and then answered the questions that followed the text without any further supporting activities that can help them to be more involved with the text. Moreover, there is lack of strategies which are implemented during the teaching and learning process. However, strategies in reading are needed to help the students in interpreting and reacting to the texts.

There are many reading strategies presented by experts. One of them is Structure Strategy which was introduced by Meyer in 1980. In this study, the researcher chose SS (Structure Strategy) because this strategy can properly maintain the students' reading comprehension by giving them opportunity to deal with a diagram organizer. The diagram will make the students aware of the important parts of a text.

D. Formulation of the Study

In accordance with the discussion above, the problems are formulated as follows, "How can the SS be used to improve the reading skills of the eighth grade students at SMP N 1 Karang Nongko?"

E. Objective of the study

Related to the formulation of the problem, the study was aimed at improving the students' reading skill of the eighth grade students at SMP N 1 Karang Nongko by using SS.

F. Significance of the Study

The research study is expected to give some theoretical and practical significance for the following parties:

1. Theoretical Significance

Theoretically, this research study provides beneficial and referencial contributions of the way to improve the students' reading comprehension by using SS.

2. Practical Significance

This research study has practical significance for:

- a. the researcher's personal improvement in conducting his role as a teacher,
- b. the English teacher of SMP N 1 Karang Nongko as the collaborator, and
- c. the improvements of grade VIII B students at SMP N 1 Karang Nongko.

CHAPTER II

LITERATURE REVIEW

It was explained in the previous chapter, this study aims to improve the reading ability of the eighth grade students of SMP N 1 Karang Nongko by using SS. Therefore, in this chapter, the researcher presents some theories related to reading comprehension, related to the study and the conceptual framework.

A. Review of Related Theories

1. Definition of Reading

What is the importance of reading? This kind of question may come to our mind. Harmer (2001:200) explains the reason why reading is important. It can be divided into two categories; instrumental and pleasurable aspect. The instrumental aspects support the reader to achieve some clear aims and it covers getting information from the written texts and comprehending the instruction what the reader is essential to do. Meanwhile, the pleasurable aspect deals with the pleasure reading. It can be in the form of magazine or interpreting the illustration of a picture. However, the main purpose of its essence is that students acquire some information from the reading activity and gradually they will be able to communicate with others.

This study focuses on improving reading ability. It is urgent to have more understanding about reading. There are many definitions of reading. According to Cambridge Advanced Learner's Dictionary, reading is the skill or activity of getting information from books. Reading is known as interaction between the readers and the

text. On that occasion, the readers relate the content of the text with their previous knowledge (Alderson, 2000:3).

Furthermore, Brown (2004:189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read. Celce-Murcia (2001) adds that reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. The transaction indicates that the reader's purpose for reading influenced the reader's interpretation about the text.

According to Ediger in Celce-Murcia (2001:154) there are six general component skills and knowledge areas identified within the complex process of reading. They are:

- 1) Automatic recognition skills – a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- 2) Vocabulary and structural knowledge – a sound understanding of language structure and a large recognition vocabulary.
- 3) Formal discourse structure knowledge – an understanding of how texts are organized and how information is put together into various genres of text.
- 4) Content/world background knowledge – prior knowledge of text related information and a shared understanding of the cultural information involved in text.

- 5) Synthesis and evaluation skills/strategies – the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one’s purpose.
- 6) Metacognitive knowledge and skills monitoring – an awareness of one’s mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading.

From the definition above, it can be concluded that reading is basically comprehending a written text, to comprehend means to get or to understand information from the text. The reader uses their previous knowledge of language and non-language to relate the information from the text in the process of reading.

2. Reading Comprehension

Many experts discuss reading comprehension. According to Koda (2005: 4) in Grabe (2009) comprehension comes when the readers are able to extract the information they get from the text and combine with what they have already known.

Moreover, Sadoski (2007:67) states that reading comprehension is the process in getting meaning of the texts. It is an active progress in which readers try to understand the meaning of the texts without any effort to understand the texts’ meaning, the text will remain meaningless. The meaning of the text is not something which is instantly offered. It requires the texts and the readers to do reading comprehension process. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction

and involvement with written language. As the discussion about the definition of reading itself, readers extract information of the printed text to construct the meaning of the text.

Having a different perspective, Johnson (2008:110) states reading comprehension as the use of strategies in reading in regaining information and constructing meaning of text done by the reader. Each reader may have their own strategy in reading. By comprehending the concept of reading, readers are able to improve their own strategies to increase their reading skill. It will automatically help them to reach their goals in understanding the reading text.

Nuttall (1996) points out that if the writer and the reader share the same experiences and knowledge about the world, the comprehension will be easier to be achieved, in contrast, if there is a mismatch between those of the writer and the reader, the comprehension will face problems. As an example, if a writer wrote a medical book, he should assume that the reader will have the same background knowledge as him because if his book is read by people who have no experience about medical terms, it will be difficult for them to comprehend the book.

Based on the above discussion, it can be concluded that reading comprehension is a process in which a reader is spontaneously able to get information from a text and relate the information to his own background knowledge to construct meaning as the writer intends to extend.

3. Teaching Reading Skill

As mentioned before, each skill in English has its own principles and purposes. It also occurs in teaching those skills. Each skill may have its way to succeed the teaching and learning process.

In teaching reading skills, the teachers not only have to master the reading theories but also understand the principles for teaching reading. Nunan (2003:74) suggests some categories of principle of teaching reading. They are described as follows.

1. Exploit the reader's background knowledge

Background knowledge involves the reader's experiences. Those experiences are brought into texts. According to Nunan (2003: 74), reading can be significantly enhanced if the background knowledge can be activated by setting goals, asking questions, making predictions, and teaching text structure.

2. Build a strong vocabulary base

Basic vocabulary is essentially needed to be taught and second language readers should explicitly be taught to use context to effectively guess the meaning of less frequent words (Nunan, 2003: 74).

3. Teach for comprehension

Monitoring comprehension is very important part to gain successful reading. It includes verifying that the prediction are correct and checking the readers' adjustment to solve the problem.

4. Work on increasing reading rate

Teachers should improve students' reading rate and develop reading comprehension skill simultaneously. Decreasing the dependency toward dictionary by emphasizing some skills like scanning, skimming, predicting, and identifying the text is important.

5. Teach reading strategies

A good technique to drive students to the strategies used is to get them to verbalize their thinking process while reading (Nunan, 2003: 76).

6. Encourage readers to transform strategies into skills

As learners consciously learn and practice specific reading strategies, the strategies move from the conscious one to the unconscious one; from strategy to skill.

7. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training.

Teaching reading skill also needs the use of strategies to be applied in the classroom teaching. The strategies are made by the teacher to make the teaching and learning process of reading successful. The strategies can be defined as a deliberate action that readers take to establish and enhance their comprehension. They are used to make the reading instruction in classroom more effectively and efficiently. Duffy in Richards (2001:287) agrees that the reading strategy is used as plans to solve the problems encountered in constructing meaning of text.

a. Approaches and Methods in Teaching Reading

Related to the implementation of teaching reading, there are three popular approaches of teaching reading, they are: bottom-up approach, top-down approach and interactive approach. The three approaches will be described below:

1. Bottom-up approach

Bottom-up approach is the process by which the students recognize a multiplicity of linguistic signal from the reading texts (Brown, 2001: 299). The linguistic signals are for example letters, morphemes, syllables, words, phrases, grammatical cues, discourse makes. From the linguistic signal the readers then select the signals that make some sense to find the meaning from the texts. Alderson (2000: 16) says that this view tries to see reading as a process of decoding the written symbols.

2. Top-down approach

Top-down approach is the process in which the readers draw on their own intelligence, experience and knowledge of the world to understand a text. Alderson (2000: 17) states that top-down approach emphasizes to the importance of schemata and the reader's contribution to the text. It means that top-down processing is closely related to the reader's background knowledge that affect to the comprehension of the text. The readers in the top-down approach need the ability to predict from the context clues of the text combined to their own background knowledge about the topic of the text.

3. Interactive approach

Interactive approach is a combination between top-down approach and bottom-up approach (Brown, 2001: 299). This process is considered as a successful method to be applied in reading. Technically, the use of interactive approach is shifting between top-down processes and then bottom-up process to extract the message of the text.

Like what is said before that bottom-up approach focuses on the decoding process of the graphic symbols. Contrary, the top-down approach focuses on the reader's knowledge and experience of the world to be applied to understand the message of the text. The combination of both bottom-up approach and top-down approach is really important to comprehend the text better.

The approaches above are to help the students in comprehending the micro and macro- skills. These skills are stated by Brown (2004:187):

Micro-skills

- a) Discriminating among distinctive graphemes and orthographic patterns of English.
- b) Retaining chunks of language of different lengths in short term memory.
- c) Processing writing at an efficient rate of speed to suit the purpose.
- d) Recognizing a core of words, and interpret word order patterns and their significance.
- e) Recognizing grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
- f) Recognizing that a particular meaning may be expressed in different grammatical forms.
- g) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-skills

- a) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognizing the communicative functions of written texts, according to form and purpose.
- c) Inferring context that is not explicit by using background knowledge.
- d) From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguishing between literal and implied meanings.
- f) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

b. Types of Reading Performance

Many experts have special discussion about types of reading performance. One of them is Brown (2001:312), he said that there are two types of classroom reading performance, oral and silent reading. Oral reading is for beginning and intermediate levels. It can serve as an evaluate check on bottom-up processing skills and can be used as the pronunciation test. Therefore, this type of reading performance is not a real authentic reading activity. When a student is performing oral reading, others tend to lose attention

Another type of reading performance is silent reading. It is divided into two, they are intensive and extensive reading. Intensive reading is commonly a classroom-oriented activity in which students emphasize on linguistics or semantic details of a

passage. Besides, intensive reading involves the students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of knowing literal meaning implications, rhetorical relationship, and the like.

Extensive reading is approved to achieve a general understanding of a longer text. It is also reading for pleasure and reading without looking up all of the words in the text. Scanning and skimming are the strategies categorize as extensive reading. Scanning is very high-speed reading that readers do when they are looking for specific piece of information. While skimming helps the readers get through lots of material quickly. It is different from scanning. This strategy is to get general sense of a passage or book, not specific details (Mickulecky & Jeffries, 2004).

Types of reading performance comprehension depend more on the variety of a text and the purpose of reading. As explained before, intensive reading deals with detail information to have students' attention and extensive reading focus on developing a general understanding of a text.

Types of Reading Performance by Brown

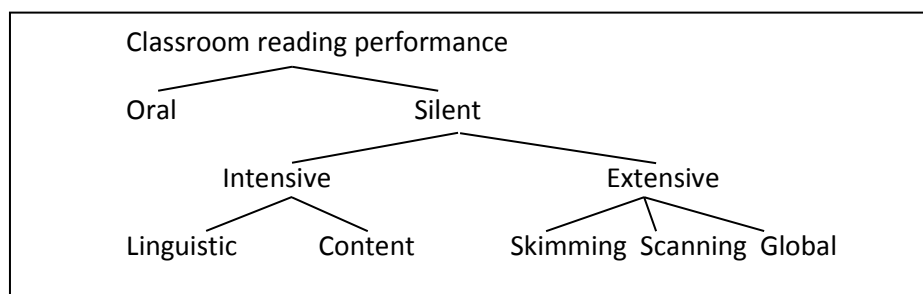


Figure 1

c. Teaching Reading in Junior High School

Based on the curriculum, the grade eight students of junior high school must study narrative text and recount text. In this study, the narrative texts are used in the reading class. Below is the table that shows the standard competencies and the basic competence of narrative text for grade eight students of junior high school.

Table 1: The Standard Competencies and the Basic Competence

11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
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KTSP is the school-based curriculum used in SMP N 1 Karang Nongko. This curriculum decides four levels to literate; they are performative, functional, informational, and epistemic level. In performative level, students are expected to comprehend reading, writing, listening and speaking by symbols that used. Then, students are able to operate the language to comply their daily life in the functional level. Informational level, the third level, provides the students to enable to enrich

their knowledge through language. In the last level, epistemic level, the students enable to express their knowledge.

The English teaching and learning in junior high school is targeted students to reach the functional level. This level makes students deal with operating English to overcome their daily needs.

This curriculum covers three main elements; they are planning, implementation, and evaluation. It is similar to what Nunan and Lamb (1996) said. In the first element, planning, the teacher designs the goal, the objective, the material, and the stages of teaching and learning adjusted to the curriculum that will be summarized in a lesson plan.

The teacher employs teaching methods and develops materials in the implementation. One of the methods which is familiar and is applied in many schools in Indonesia is text-based method or it is commonly called genre-based approach. This method is organized to the curriculum which divides English materials into various text types. This method contains five stages those are building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related text (Feez & Joice, 1998; Nunan & Lamb, 1996).

The last is evaluation. In this element, the teacher assesses the students' reading comprehension. It is to know the ability of the students in reading and the success of the actions.

4. Structure Strategy

This strategy is similar to mind-map and graphic organizer strategy which deals with certain structure and parts of the text. Signal words can be used as the clue on what structure the passage is about. According to Meyer and Poon (2001, in Meyer and Ray, 2011:128) signaling words can cue text structures and assist readers toward building coherent text representations.

Meyer, Brandt, and Bluth (1980, in Meyer and Ray, 2011:128) say that readers who apply a “Structure Strategy” seek to identify and use the organization of the author to organize their understanding. The Structure Strategy facilitates comprehension by helping the reader to organize concepts based on the explicit or implied relationships that are communicated by the text.

Lorch and Lorch (1995, in McNamara, 2007:356) defines Structure Strategy is one of the strategies which focuses on seeking coherence among text ideas. This strategy highlights the connection among sentences in a paragraph and grasps the interrelation of it to know the writer’s flow of thoughts, so students are able to understand how the writer organize his idea.

According to Meyer and Ray (2011: 30) Structure Strategy displays that the more structured the text, whether it is causative or descriptive, the more students will be able to remember the contents of the text. Freedle’s data support this finding by showing that comparison and causation structures have greater benefits for recollecting, in comparison to description for the college learners. However, this does not happen in the same way for adults with little training, middle aged and also

young learner, because they work better with descriptions than comparison structure (Carrell 1984 in Meyer and Ray, 2011:130).

Furthermore, Meyer and Ray explains about the power of teaching students the Structure Strategy is that it enables them to a) follow the logical structure of text to understand how an author organized and emphasized ideas; b) use processes parallel to these structures to increase their own learning and thinking (e.g., comparing, finding causal relationships, looking for solutions to block causes of problems); and c) use these text structures to organize their own writing, such as written summaries, recalls, and essays.

There are stages of teaching Structure Strategy to increase students' comprehension by Meyer and Ray (2011:131). The stages are as follows:

- 1) Teacher modeling on Structure Strategy: in this stage, the teacher informs that each of a text has its own structure. He also teaches on how to make a structure strategy diagram that will help them to comprehend the text.
- 2) Guided practice for students: in this stage, students need to be able to fill each of the text structure with the suitable information found in the text after they are shown how to make the Structure Strategy diagram as the visualization of the structure strategy.
- 3) Modeling on how to use Structure Strategy diagram in understanding text: students are trained on how to use the diagram to increase their comprehension as well as their recalling ability on the information that is found in the text.

The use of structure strategy has been found to improve the reading comprehension of narrative as well as expository text passages for students. As stated by Gaddy and Bakken (2008:101), text organization exists in both narrative and expository text. For example, narrative texts include patterns of characters, events, goals, plots, and conclusions. Based on research done by Fitzgerald and Spiegel (1983), using structure strategy in narrative text can increase comprehension in this kind of text. It is worth to see the impact of this strategy in school in Indonesia.

5. Text Organization

Some experts write for different reasons and in different ways, but they all want their readers to get the most out of what they have written. So authors organize, or structure their text in a certain way to get their message to readers as clearly as possible. Recognizing the pattern of organization is an important part of reading comprehension since writers, too, use patterns to present their ideas in a way that makes sense.

According to Mikulecky (2004), recognizing the pattern of organization is an important part of reading comprehension since writers, too, use patterns to present their ideas in a way that makes sense. Once the readers recognize the pattern, they will understand and follow their ideas more efficiently. The following presents the common patterns that are often found in paragraph in English:

a. Listing

In the listing pattern, the writer states the main idea in the form of a generalization and gives a list of details or examples to support that general statement.

- 1) Key words/phrases in the main idea: *many, several, a number of, a variety of, a few, kinds of*
- 2) Signal words/phrases: *for example, for instance, first, second, another, also, besides, in addition, final, last, most important.*

b. Sequence

In the sequence pattern, the writer explains the main idea with a series of events or steps in a process that follow one after the other in time order.

- 1) Key word/phrases in the main idea: *account, story, process, history, sequence.*
- 2) Signal words/phrases: *first, second, then, next, after, while, since, then, soon, finally, at last, in 1965, last June, later, over time, the next step, and the following week.*

c. Comparison/Contrast

In the comparison/contrast pattern, the writer's main idea is a general statement about two things and how they are similar and/or different. A comparison can include both similarities and differences, or only the similarities. A contrast states only differences.

- 1) Key words/phrases in the main idea: *similarities, differences, both, in common, same, different, compare, comparison.*
- 2) Signal words/phrases for similarities: *similarly, also, in the same way, as, like, both, in common.*
- 3) Signal words/phrases for differences: *however, but, on the other hand, although, while, in contrast, than, conversely, yet, unlike.*

d. Cause/Effect

In this pattern, the writer's main idea is that one event or action caused another event or action.

- 1) Key words/phrases in the main idea and the signal words for details are the same and often include: *causes, leads to, is the cause of results in, creates, brings about, makes, provokes, produces, gives rise to, contributes to, is due to, is the result of, comes from, results from, is produced by, is a consequence of, follows, is caused by.*

e. Problem/Solution

In this pattern, the main idea names a problem and indicates that one or more solutions. The paragraph always consists of two parts: a statement and a description and explanation of how it was solved. There are often no signal words for the details.

- 1) Key words/phrases in the main idea: *situation, trouble, crisis, dilemma or issue.*
- 2) In the body of the paragraph, key words include: *solve, solution, resolved.*

f. Extended Definition

In this pattern, the writer names a concept or complicated process that the paragraph will define and explain. Usually, the main idea or first sentence of the paragraph states a dictionary definition of the concept or process, followed by a description and/or an explanation. There are usually no signal words for the details.

- 1) Key words/phrases in the main idea: *consists of, is, seems to be, are.*

g. Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. This text includes pattern of characters, events, goals, plots, and conclusions. People also believe that this kind of text has a generic structure:

- 1) Orientation. It deals with introduction like the sets of the scene, the time of the stories, and the characters involve in the story.
- 2) Complication. It tells the beginning of the problems which leads to the climax of the story.
- 3) Resolution. It shows the crisis or climax is resolved, either in a happy or sad ending.
- 4) Re-orientation. This is the closing of the story. It consists of moral lesson and advice from the writer. This part is optional.

B. Review of Related Studies

Some research studies have examined SS on students and resulted that teaching by using this strategy is significant for increasing reading comprehension. This section analyses some of related studies from some researchers.

The first research is done by Bonnie J. F. Meyer in 1980. Her research reported that SS has impact on students' remembering ability that chief to the better comprehension. Some people then follow her step after she publicizes the research in journal. She also conducted research, which was done with Kay Wijekumar (in Meyer and Kay 2011:142) to combine the Structure Strategy Intervention with the web-based instruction called Intelligent Tutor Structure Strategy (ITSS). For each structure, the intelligent tutor (IT) models the strategy and provides help at each stage of identifying signaling, naming structure, writing main idea with the text on the screen and recalling the text. This also resulted in improving students who train to do SS. This is because Meyer trusts that reader store information correspondence with the hierarchical text structure that they do when analyze the text.

Another research study is also showed by Gaddy and Bakken. Their research was conducted to determine the relatives of text-structure strategy instruction compared to the traditional instruction. The result of their research shows that students in the text-structure strategy condition outperformed on the sum of combined scores across all measures. They believed that text-structure strategy enabled student to retell more information because the information was organized clearly.

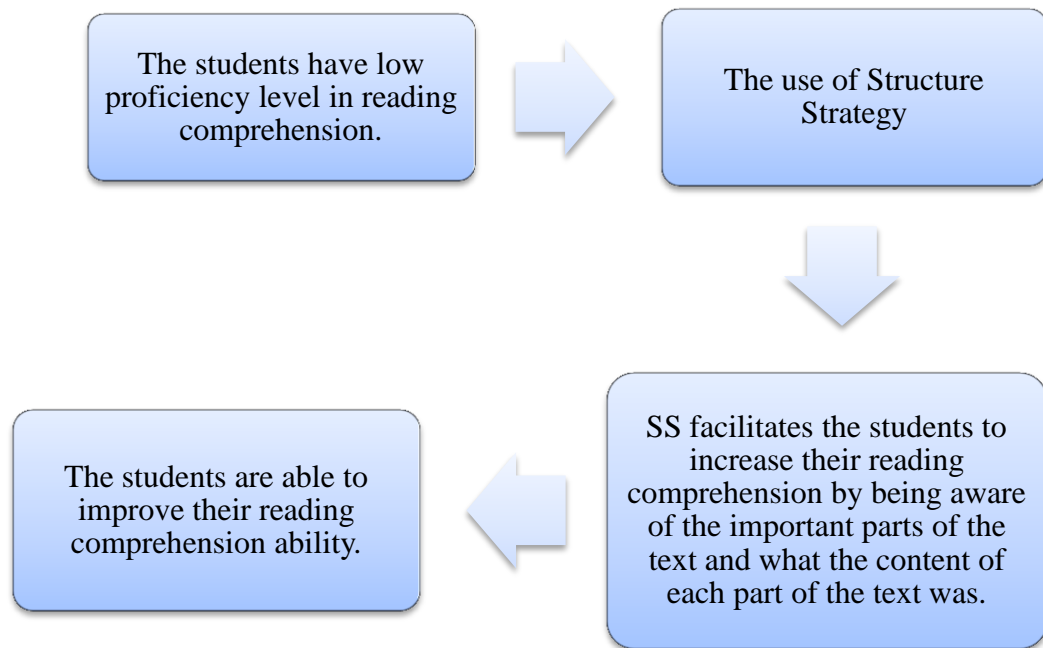
Even though the discussions above does not only exist about SS, it emphasizes the importance of using SS which may support the English teacher in improving the students' reading comprehension.

C. Conceptual Framework

The teaching and learning of reading at the school should be carefully prepared and managed. However, some problems of reading in the grade VIII students of SMP N 1 Karang Nongko were found. As stated in the previous chapter, the students had no interest and motivation in reading class because the teacher rarely used interesting strategy. The reading class became monotonous and the students get bored of this. Therefore, the teacher should be creative to solve these problems.

In line with this, the researcher proposed a solution, that is, by using SS in teaching reading to improve the students' reading comprehension. SS is chosen to apply in this study because it has components that will help students to understand a text. One of the steps is encouraging learners to use key or signal words to grasp the text meaning. Structure Strategy diagram is also included to facilitate the learners in collecting the idea.

Accordingly, the researcher believes that it is necessary to use SS for teaching reading comprehension. By using this strategy, it will promote the students' ability in comprehending texts. The concept of this study is shown by this following diagram:



CHAPTER III RESEARCH METHODS

This chapter provides information about how the researcher conducted the research. It comprises research design, research setting, research subject, data collection technique, procedure of the research and research validity.

A. Research Design

The aim of this study is to improve the students' reading comprehension by using Structure Strategy especially for Grade VIII B students of SMP N 1 Karang Nongko. Hence, the type of the research is classroom action research. According to Burns (1999) action research is an application of fact finding to practical problem solving in social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen.

In doing this research, the researcher did a self-reflective, critical, and systematic approach to identify the problematic situation as a way of improvement and changes in educational practice. The English teacher, as a collaborator, helps the researcher take decisions of determining the research subject, identifying the problems happening in the field and implementing the research design.

The researcher decided to use Kemmis and McTaggart model which consists of four steps: planning, action, observation, and reflection (Burns: 2010) with some modification. The action will be in the form of cycles based on Kemmis and McTaggart model.

Kemmis and McTaggart model can be illustrated as this following picture.

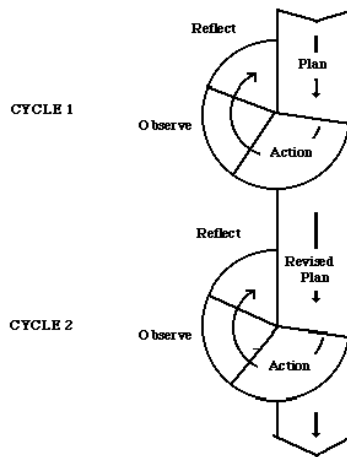


Figure 2. **Kemmis and McTaggart Model of Action Research**

B. Research Setting

The research was conducted in SMP N 1 Karang Nongko. The school is located in Jagalan, Karang Nongko, Klaten. There are 53 teachers and 598 students. There are also some facilities at this school such as a headmaster's room, a teacher's room, an administration room, a library, a school health unit, a science laboratory, a language laboratory, a room for guidance and counseling, Students' Association room, a mosque, a meeting room, and a basketball field. Those facilities support the students and teachers in doing the teaching learning process.

The research was conducted at this school because there were some problems spotted in the school. They were marked from the researcher's observation and interview with the English teacher.

C. Research Subject

The research subjects of this study were the students of Grade VIII B of SMPN 1 Karang Nongko in the academic year of 2015/2016. The class consists of 27 students; 14 of them are female students and the others are male. They were chosen as the subjects of the research because their English achievements were still low. Besides, based on the observation and interview with the English teacher, the students had problems in reading comprehension.

D. Data Collection Technique

In this research, the qualitative data were used as the main data, and the quantitative data were completed the qualitative one. The qualitative data included the students' and the teachers' opinions about reading activities in the classroom. It is presented in the forms of field notes and interview transcripts. While the quantitative data were presented in the form of the students' score in the reading test.

The observation process was conducted before and during the implementation of the actions. The data of observation were collected by observing the teaching and learning process in the classroom. Meanwhile, the interview was conducted by interviewing the English teacher and the students of grade VIII B. This interview process aimed to get the responds and feedbacks from the English teacher and the students who were directly involved in the research process. Besides, the reading comprehension tests were conducted as parts of the monitoring sequences in this research. The result of the tests was used as supporting data.

E. Procedure of the Research

The action research was conducted in two cycles, depending on the aim of the research study. Each cycle involves some phases including, planning, action and observation, and reflection. The explanation of each phase is as follows.

1. Reconnaissance

This step is conducted to gain information about the students' reading comprehension in the English learning process. In finding the problem, the researcher observed the teaching and learning process and interviewed some students class VIII B of SMP N 1 Karang Nongko and the English teacher. The existing problems found during the observation and interviews were discussed by the researcher and the English teacher. Then, it had identified and selected the feasible problems which were possible to be solved.

2. Planning

The researcher and the English teacher developed a plan of the action in order to bring about improvement in a specific area of the research context. The aim of this action is to improve students' reading skills by using Structure Strategy.

3. Action and observation

After planning the actions, the English teacher and researcher carried out the actions in the classroom. Some action plans were implemented in two cycles. Each cycle had been done in three meetings. Besides implementing some action plans, the researcher and the collaborator observed and documented the teaching

and learning process, and did the interview with some students of class VIII B after the action has been done. Through the observations, the interviews, and the tests, the researcher had known the students improvements of reading by using Structure Strategy.

4. Reflection

With regard to the implementation processes, the researcher and the collaborator evaluated the result of the implementation. It was done by discussing the success of the action as problems happening in the classroom during the actions based on the observations and interviews.

F. Research Validity

The criteria proposed by Burns (1999:161) were employed to assess the validity of the data. They are:

1. Democratic validity

This validation is conducted by giving chance to the stakeholders to give their personal opinion, idea and comments about the implication of the research. The democratic validity was fulfilled by having discussions with the member of the research including the teachers and the students. The discussion result is the consideration in evaluating the cycles.

2. Outcome validity

The outcome validity was related to the notions of the actions leading, the outcomes achieved within the research context. To fulfill the outcome validity, some indicators that showed the improvement of the students reading skill had been formulated together. Based on this validity, the students can achieve some indicators, presented as follows:

- a) the student were able to generate the main idea of a text,
- b) the students were able to identify the detail information of the text,
- c) the students were able to use the Structure-Strategy diagram in understanding the text,
- d) the students were able to guess the meaning of difficult words,
- e) the students were actively participating in a group discussion.

3. Process validity

This validation relates to the criterion to make the actions done in action research valid. The process validity had been fulfilled by collecting and modifying the strategies to answer all of the questions occurred during the process. To fulfill this validity, the data had been examined and identified whether the participants were able to go on learning.

4. Catalytic validity

The catalytic validity relates to the responses of the stakeholders toward the changes occurring during the actions. This validity can be obtained from the

discussion and reflection every after the implementation of the Structure Strategy was applied.

5. Dialogic validity

Dialogic validity was fulfilled by discussing the research process and finding with the collaborators. To fulfill this validation, the researcher asked the English teacher to act as an observer during the implementation of the actions.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

This chapter provides the research findings of the implementation of improving the grade eighth students' reading comprehension at SMP N 1 Karang Nongko by using SS. It is divided into three main parts. They are reconnaissance, the implementation of the action, and the general findings of the research. The detailed description of this chapter is presented as follows.

A. Reconnaissance

In this part, some activities were conducted to gather information of the reading teaching and learning process at grade VIII B of SMP N 1 Karangnongko. The first is class observation. It was conducted to know the real condition of the reading teaching and learning process in the class. The second is interview. It was carried out to collect information about the teaching and learning process of reading from different points of view. The interview was with the English teacher and the students. The last is pre-test. This activity was done to get the data of the students' reading competence before the implementation.

1. Identification of the Field Problem

There were many problems in the reading class of VIII B in SMP N 1 Karangnongko. The problems were identified based on the class observation, interview and pre-test. The class observation was done on September 1st, 2015 at class VIII B of SMP N 1 Karangnongko. As mentioned before, this activity is to see

the real situation of the English teaching and learning process of reading. The situation of the reading class of VIII B was described in appendix 1.

From the class observation, it was shown that only some students were active participating during the reading class. Some other students were busy with their own stuffs that showed low motivation in reading. In addition, the activities of the reading class did not vary.

To support the data from the class observation, the researcher interviewed some students of VIII B. The interview was done twice, before the observation and after the observation. The interview transcripts are attached on the Appendix. The researcher also conducted pre-test in order to measure the students' ability in comprehending English texts. The pre-test was conducted on Tuesday, January 26th 2016. In the pre-test, the students had to answer several comprehension questions.

After collecting the problems from the observation and the interview, the researcher conducted a discussion with the English teacher to list the problems. The listed problems are presented in the following table.

Table 2: Problems in the Teaching and Learning of Reading in class VIII B at SMP N 1 Karangnongko

No	Problems	Sources
1.	The students considered reading was difficult.	Interview
2.	The class activity did not vary. The reading activities were mainly translating and testing.	Observation
3.	The students had low motivation to learn English.	Interview
4.	The teacher cannot manage the class effectively.	Observation
5.	The teacher rarely used interesting methods in teaching so the students got bored and sleepy.	Observation
6.	There were limited interactions between the students and the teacher.	Observation
7.	The students' motivation of reading got dropped when they found too many unfamiliar words and too long texts.	Interview

8.	The students took a long time to understand the meaning and the content of the texts.	Observation
9.	The students had difficulties in finding the detailed information from the texts.	Observation
10.	The students lacked reading strategies.	Interview
11.	Students' vocabulary mastery was low.	Interview
12.	Students' participation during the class was low.	Observation

The problems in the teaching and learning process would disturb the students' result in reading. Hence, the analysis was needed to examine the basic problems on the teaching and learning process in reading. After listing the problems in the teaching and learning process of reading, the researcher and the collaborator specified the problems based on the needs of the students and the feasibility of doing the project. The specification of the problems was also adjusted to the stages of Structure Strategy and the main concept of this study. The selected problems to solve are presented in the following table.

Table 3: Problems to solve

No	Problems
1.	The reading activities were mainly translating and testing.
2.	The students' motivation of reading got dropped when they found too many unfamiliar words and too long texts.
3.	The students lacked reading strategies.
4.	The students took a long time to understand the meaning and the content of the texts.
5.	The teacher rarely used interesting method in teaching so the students got bored and sleepy.
6.	The students had difficulties in finding the detailed information from the texts.

2. Determining the Actions

After having the listed problems that need to be solved, the researcher proposed some actions to overcome the problems occurring in the field. The researcher was helped by the English teacher as a collaborator. The English teacher gave some considerations and suggestions related to the actions which could be implemented in the reading class.

The aim of this research was to improve the students' reading comprehension ability. In improving the students' reading comprehension, an effective technique needed to be used. Based on the agreement, SS was decided to be used in order to improve the students reading comprehension. By using this strategy, the students were expected to be able in grasping the content of a story better since this strategy involved the students to be aware with the part of a story. The activities of SS would set in fun way so the students could enjoy the process of the teaching and learning of reading. The collaborator also suggested that guessing the words' meaning could be implemented during the Structure Strategy practice to facilitate students in mastering the unfamiliar words.

This is the summary of the problems and the planned actions that were expected to be able to improve the students' comprehension.

Table 4: Problems and Actions

No.	Problems	Actions
1.	The students' motivation of reading got dropped when they found too many unfamiliar words and too long texts.	Implementing the context-based guessing the meaning of words.
2.	The reading activities were	Checking the students Structure SS.

	mainly translating and testing.	
3.	The students lacked reading strategies.	Training the students in using SS
4.	The students took a long time to understand the meaning and the content of the texts.	Training students to be aware with the part of the text while reading the story so they can easily grasp the content of the story.
5.	The teacher rarely used interesting method in teaching so the students got bored and sleepy.	Providing active reading activities by transferring information into Structure Strategy diagram.
6.	The students had difficulties in finding the detailed information from the texts.	Training the students in using the Structure Strategy diagram to find the detailed information.

B. The Process of Cycle 1

1. Planning

The researcher and the collaborator created some plans to be implemented in the teaching and learning process of reading. The plans focused on improving the students' reading comprehension by using SS. The text used was narrative text because in the curriculum, the narrative text was taught in the second semester of grade VIII students.

The implementation of Structure Strategy in the classroom was planned to be held for three meetings considering that this strategy was a new method for students, so students would have enough time to understand the strategy. The steps of implementing SS were also based on the standard and basic competence for Junior High School.

The first meeting focused on introducing the students about the SS. In this part, the researcher explained the nature of Structure Strategy and how to use that. In the next meeting, the teaching and learning process would focus on guided practice and

group discussion. After that, the last meeting would focus on individual practice for the students in using SS to understand the text by breaking down the paragraph into parts.

Based on the observation, the teacher rarely used interesting method so students got bored and sleepy. To this problem, the researcher planned an active and fun learning in reading. The learning would involve transferring information from narrative text to a story diagram as it is a part of the SS.

As suggested by the English teacher, during the implementation of the Structure Strategy, the researcher needs to train students in guessing the words' meaning from context to facilitate students in mastering the unfamiliar words. Since the first meeting, the researcher introduced how to guess the meaning of new words from context. The researcher trained some steps that are: defining the part of speech of the words, looking for further clues in the words collocates, looking the words in wider context, and analyzing the suffix and prefix if available.

2. Action and Observation

In implementing the actions, the researcher worked with the English teacher as the collaborator. When the researcher took a role as the teacher, the English teacher stayed at the back of the class. The English teacher observed the learning process and completed the observation sheet. The English teacher observed the teaching and learning process conducted by the researcher and observed the students' attitude toward the actions.

In cycle 1, the actions were carried out in three meetings. The implementation of the action could be seen from the following teaching and learning process of reading.

a. First Meeting

The first meeting was on January 27th, 2016. The researcher and the collaborator came into the class room after the bell rang. The researcher opened the first meeting by greeting the students and checking the students' attendant list. The first action was the researcher showed some pictures of Parangtritis Beach and Prambanan Temple. This action was to catch the students' attention to the researcher and to activate the students' background knowledge. The picture was used in the BKOF stage. During this activity, the researcher gave some questions to recall students' background knowledge. The example question was about some stories related to the two pictures. The activity was described below.

...

Peneliti mulai mengajar kelas VIII B dengan menunjukan gambar yang telah dipersiapkan sebelumnya, yang pertama adalah gambar candi prambanan dan yang kedua adalah gambar pantai parangtritis. Peneliti lalu menanyakan apakah siswa mengetahui gambar apakah itu. Siswa menjawab bersama-sama. Peneliti juga mengajukan beberapa pertanyaan lain untuk mendapatkan perhatian siswa dan membangun pemahaman siswa tentang narrative text. Pertanyaan itu antara lain seperti pernahkah siswa mendengar sebuah cerita yg berhubungan dengan 2 gambar tersebut. Siswa menjawab bersama-sama dengan riuh. Setelah itu peneliti menyampaikan bahwa cerita seperti "Roro Jonggrang dan Bandung Bondowoso" dan "Nyi Roro Kidul"

adalah contoh dari narrative text. Lalu, peneliti juga menyampaikan bahwa hari ini mereka akan belajar tentang narrative text.

...

The researcher began her teaching by showing some pictures; the first picture was Prambanan Temple and the second one was Parangtritis Beach. The researcher then asked whether the students knew about the objects. Students answered yes together. The researcher then asked other questions to catch students' attention and recalled the students' background knowledge about narrative text. The question was like "Have you ever heard a story related to those pictures?" The students answered "Nyi Roro Kidul", "Roro Jonggrang and Bandung Bondowoso". The researcher then told the students that those stories are examples of narrative text. The researcher then informed the students that today they were going study about the narrative text.

...

Appendix 4/FN 5/ Line11-21

The researcher, as the teacher, also stimulated the students' knowledge to relate it to the materials on that day. After that, the researcher distributed the students' handout. There were texts and tasks in this handout which had been arranged by the researcher. The researcher then asked students to read a text in the first page. The focus of this activity was not about understanding text as whole, but raising students' awareness on the structure of the text. Therefore, a familiar story was needed to get the message of structure of the text. So here the researcher chose The Legend of Nyi Roro Kidul as the text used in the modeling stage. A text entitled "The legend of Nyi Roro Kidul" made students complain because they thought that it was a long text. The researcher gave them motivation and said that students only had to read the text first. The students tried to read but they still showed their lack of motivation to follow the reading activity. They kept talking with their friends during the teaching and learning process.

Before the researcher explained about the narrative text, she tried to involve the students by asking what they had known about narrative text. The students kept silent. The researcher then asked what kind of text that students had read before. One student in the right side answered that the text was about story of Nyi Roro Kidul. The researcher then spotted and repeated the student's answer "story". The researcher tried to recall students' background knowledge related to story. First, the researcher asked students about what is commonly involve in a story. The students kept silent. The researcher then gave an example by mentioning one of the parts of a story that is character. Some students began to participate in the class discussion by saying other parts of a story that are setting and plot.

The researcher continued the lesson by explaining more about the definition of narrative text, the function and the generic structure of narrative text. In this activity, the researcher also implemented the first stage of SS that is teacher modeling. The researcher began to inform to the students that each of text has its own structure and trained the students to understand the part of the text. In narrative text or story, there are characters, the setting of the story, conflict, sequence of events, and solution. In this meeting the researcher tried to help students in understanding the structure of the text as the clue for them to comprehend what the text said for them. Together with the students, the researcher discussed the structure of the text one by one.

In this stage, the researcher also informed students about Structure Strategy and the diagram that they would have in that meeting. She then explained about the part of Structure Strategy diagram such as characters, setting of the story, conflict, events and solution. The students showed no problem in receiving the part of s story since

those things were familiar to them. In this meeting, the researcher also implemented the second of the Structure Strategy that is guided practice of the students by inviting the students to fill the diagram in the next page based on the text entitled “The Legend of Nyi Roro Kidul”. In this activity, the researcher tried to train the students to be aware with the part of the story (the characters, the setting of the story, the conflict, the sequence of events, and the solution). After filling the diagram, the researcher explained how the diagram can help them in grasping the whole meaning of the story as the implementing of the last stage of the structure strategy that is and modeling how to use structure strategy diagram in understanding the text. In this stage, the researcher invited students to answer the comprehension questions to know whether the students had already comprehended the story or not. The researcher set this activity as a class discussion in order to involve all the students. However, only some students actively participated to the discussion.

The last action was practicing how to guess the meaning of the unfamiliar words. The researcher told students about the steps in guessing meaning from context. Then, she invited students to discuss the next task that was about guessing the words’ meaning. Students were not only trained to decide the meaning but also find the clues.

The meeting had to finish because the time was up. The discussion about the task in practicing how to guess the words’ meaning had not been over yet. Then, the researcher said that the discussion would continue in the next meeting. The teacher closed the meeting by greeting the students.

b. Second Meeting

The second meeting was conducted on January 28th, 2016. The researcher opened the class with routine like greeting the students first and then checking the students' attendance list. The researcher began the lesson by inviting the students to review the activities and materials in the previous lesson. The researcher pointed out one of the students and asked her to inform the class. The student answered uncertain but she remembered about structure of narrative text and the name of the parts of narrative text. The students began to keep silent after the researcher asked about the step in guessing meaning. Noticing that condition, the researcher then explained again about the step in guessing the unfamiliar words' meaning in detail. After having that, the researcher told the students that they would learn about the narrative text again and continued the activity that was group discussion.

The researcher helped the students in finding their groups. It needed about 3 minutes to set the students in their own group and to have their attention. After that, the researcher informed the students what they had to do with their groups and reminded them about practices in the previous meeting. The researcher asked the students to practice by discussing with their group.

In the group discussion, the students were given a story entitled "Roro Anteng and Jaka Seger". In 15 minutes, they had to fill a Structure Strategy diagram, decide the structure of the text, and answer the comprehension questions by using the filled diagram. The students were not allowed to open the dictionary in doing the tasks. While the students did the tasks, the researcher and the English teacher supervised and monitored the students. The class was actually not really what the researcher

expected. Although the researcher asked the students to read the text first carefully and decided the answer by discussing with their group, it seemed like some students especially the boys were showing zero interest towards the text. So the researcher tried to approach them and ask about who in the story were and then what happened to the characters. This was to make them at least read in glance of the text.

After 15 minutes the researcher invited the students to discuss the task together. The researcher asked each group to give their answer in each part or question. The first part of the diagram was the characters of the story. The group 1 did their part well; they could mention the four characters. They seemed understand the characters much since the researcher asked about the detail of the characters, they could give the right answer. The students seemed to be able to comprehend the next part because they could mention the setting perfectly.

It seemed that the students did not have serious problems in filling the diagram. However, they got confused in giving answers in long sentences or short sentences. The researcher said that both answers were accepted as long as the keywords were in. The students declared that the diagram helped them to organize the important information, so they could comprehend the story better. In the next task, the students also showed no problem in doing the task. They did the task correctly in deciding the orientation, the complication, and the reorientation. But they did many mistakes in answering the comprehension questions. They said that it was hard to understand the meaning of the questions.

To this condition, the researcher realized that the cause of that condition was students did not practice how to guess meaning of the words. After that, the

researcher invited the students to do guessing meaning practice with the unfamiliar words in the story. The researcher also gave the correct answer to the students. It aimed to let the students know their mistakes so they could learn from their experiences.

Before the meeting ended, the researcher once again reviewed about the parts of the story that underlining the structure strategy diagram and told the students that next week, the discussion about narrative text would be still continued. The researcher then closed the lesson by greeting the students.

c. Third Meeting

The last meeting in cycle 1 was done on February 2nd, 2016. The researcher and the collaborator came into the class room after the bell rang. The researcher opened the meeting by greeting the students and checking the students' attendant list. The researcher then asked students about the homework that was given in the previous meeting. Before they discussed the homework, the researcher guided the students to preview what they learned in the previous meeting. Then the researcher told the students that they would still learn about the narrative text by using SS.

After that the researcher and the students discussed the students' answers of homework to see whether they already had better in comprehending a story or not. The homework was an incomplete story. The students were asked to complete the story by choosing the answer under the story. This task was to know whether the students could arrange the coherent and cohesive story or not, since the nature of the Structure Strategy focus on seeking coherence as stated by Lorch and Lorch (1995,

in McNamara, 2007:356). During the discussion, the researcher once asked about the content of the story, the structure, and the unfamiliar words. In discussing the unfamiliar words, the students were not allowed to open a dictionary since they were trained to guess the meaning of words. The students were asked to apply the steps in how to guess the meaning of the words. The researcher also invited students to find the part of the diagram in the story like the characters, the setting, the conflict, the events and the solution.

The next activity was individual practice to understand a story by using Structure Strategy. The researcher informed the students to read text 4 and text 5 in 10 minutes. The students were allowed to have a discussion with their friends in understanding the stories. Before this activity was over, the bell rang and it meant that the students had the second break. The researcher then pleased the students to take their time and continued the reading practice after the break.

The students continued the reading practice. The researcher distributed a piece of paper to the students. There were 10 questions related to the text 4 and text 5 with 5 questions in each text. After the students finished the reading, the researcher asked them to answer the questions in 20 minutes without dictionary. The researcher and the English teacher supervised and monitored the students.

The time was up but students had not finished yet. The teacher then gave five minutes more to the students. It aimed to know the speed of students in understanding the story after training in using Structure Strategy. After all students finished their work, the teacher invited students to have a little discussion.

...

Sebelum membahas soal, peneliti bertanya dulu tentang apa sebenarnya kedua teks tersebut. Peneliti menunjuk Hendaryanto untuk menjelaskan teks 4. Hendaryanto menjawab dengan ragu-ragu. Walaupun begitu dia sudah mampu memahami teks dengan baik. Hal ini dapat diketahui oleh peneliti karena dia dapat menyebutkan peristiwa-peristiwa yang ada pada teks secara urut.

...

Before discussing the comprehension questions, the researcher asked about the content of the two narrative texts. The researcher pointed out one student

From the discussion, the researcher knew that the students showed their improvement in understanding a story. Although they still felt uncertain, they could overcome the detail of the story better than before. Before the class ended, the researcher reviewed the material and told students to keep practicing in how to guess the meaning of the unfamiliar words.

3. Reflection

After the implementation of the cycle 1, the researcher conducted a discussion with the English teacher as the collaborator. The discussions were done based on the classroom observations in the teaching and learning process conducted by the researcher and the collaborator. The researcher also conducted interviews with some students of the VIII B class. Based on the observations and interviews of this cycle, the researcher made a reflection of the study. The reflection was useful for the researcher to prepare for better actions in Cycle 2.

The first meeting focused on introducing the students about SS. In this stage, the researcher informed the nature of SS and trained the students how to use it in

understanding the story. The researcher also trained the students in how to guess the meaning of the unfamiliar words from context. The next two meetings focused on guided practice in a group discussion and individual practice. There was no serious problem in the first implementation. Even though the students showed their lack of motivation to follow the reading activity and kept talking with their friends during the teaching and learning process in the first meeting, they began to enjoy the reading activity in the next meeting after they were trained in applying SS.

...

R: Apakah ada perubahan setelah siklus pertama dilakukan Bu?

T: Ada mbak walaupun gak signifikan ya. Menurut saya, anak-anak sekarang jadi lebih semangat mengikuti pelajaran bahasa inggris. Kalau disuruh baca juga gak banyak mengeluh seperti sebelumnya mbak.

...

R: What is the change after implementing the cycle 1?

T: Although it was not significance, there were some changes. I think, now students showed their motivation in following the English class. If they asked to read, they were not complaining much as before.

...

Appendix 5/IT 7/Line 7-10

It could be shown from the interview above that the students showed their motivation after the implementation of the first cycle. The English teacher declared that some students were less complaining of the reading texts. Based on the researcher's observations, the students began to enjoy reading after they trained to break down the text and fill the diagram. It was fun for them in filling the diagram. It can be seen from the interview transcript below.

...

R: menurut kamu, gimana dengan strategi yg dipake buat belajar kemaren?

S: Yang pake diagram itu saya suka Miss. Jadi lebih mudah mengerti teksnya.
Walaupun masih belum bisa lengkap ngisi diagramnya hehe

R: Jadi lebih mudeng pake diagram ya daripada dibaca aja?

S: Iya Miss. Jadi asyik juga belajarnya.

...

R: What do you thing about the strategy that was implemented yesterday?

S: I like that used diagram Miss. It makes me easier in understanding the text.
Although I still have not complete yet in filling the diagram hehe

R: So, you can understand more by helping the diagram than just read the text?

S: Yes Miss. It is fun too.

...

Appendix 5/IT 8/Line 10-14

...

R: Tapi mudeng gak belajar pake strategi kayak kemaren?

S: Yang pake diagram itu ya Miss?

R: Iya.

S: Iya aku jadi lebih gampang mahami teksnya. Kan itu dipecah-pecah dulu jadi lebih mudah hhe

...

R: But, did you understand the learning using the strategy like yesterday practice?

S: Is that the learning using the diagram Miss?

R: Yes.

S: Yes. I got understand the text better. It is easier by breaking down the text first.

...

Appendix 5/IT 9/Line 7-11

It could be concluded that students began to see the advantages of the Structure Strategy for their reading. Since this was the beginning of the implementation, the researcher and the English teacher as the collaborator thought that it was needed to know more on how the students could cope with different texts as well as giving students more chances to practice.

The facts were opposite in the practice on how to guess the meaning of the unfamiliar words. Based on the interviews and observations, the students still have difficulties in practicing how to guess the meaning of the unfamiliar words. They said that the steps were very difficult and there were so many words that they do not know the meaning so it was difficult to guess the suitable meaning. The interview transcripts below were shown the conversation between the researcher and the students.

...
R: Kalau yang belajar buat nebak arti kata itu?
S: Kalau yg nebak arti masih belum bisa bgt Miss.
R: Oh gitu. Yg sulit dibagian mana?
S: Ya step-stepnya itu susah Miss. Soalnya yang gak ngerti artinya banyak jadi agak susah buat nebaknya.
 ...
R: How about the practice on how to guess the words' meaning?
S: I still cannot handle it Miss.
R: Oh. Which one do you felt difficult to overcome?
S: The steps Miss. There are too many words that I don't know the meaning so it is difficult to guess.
 ...

Appendix 5/IT 9/Line 12-16

...
R: Terus tadi kan Leo bilang, kadang mudeng kadang enggak ya. Yg gak mudeng dibagian mana sih?
S: bagian mana yaa. Emmm..bagian menebak arti saya masih kesusahan Miss.
 ...
R: Just now you said that sometimes you understand and sometimes not. Which part don't you understand?
S: emmm I still have difficulties in guessing meaning part Miss.
 ...

Appendix 5/IT 8/Line 18-20

Based on the collaborator's observation, some students might have difficulties in practicing how to guess the meaning of the unfamiliar words but they began to get

used to it in the teaching and learning process of reading. The teaching and learning process of reading was done by the collaborator to see the students' performance in the classroom after cycle 1.

...

R: Alhamdulillah. Selain itu ada lagi apa gak Bu?

T: Beberapa dari mereka juga mulai mempraktikan strategi menebak arti kata yg Mbak Eva ajarkan kmren.

...

R: Alhamdulillah. Are there any other changes Ma'am?

T: Some of them also began to practice the strategy on how to guess the words' meaning that you practiced before.

...

Appendix 5/IT 7/Line 12-14

The practice on how to guess the meaning of the unfamiliar words seemed to be done again in the next cycle. The researcher realized that this practice could not be done only a few meetings; it needed continuous practice for the students.

After the implementation of the first cycle, the English teacher as the collaborator evaluated the teaching and learning process that was done by the researcher. The evaluation was taken into account to be the reflection for the researcher. The collaborator highlighted the way researcher delivered the material.

...

R: Terus menurut Ibu, setelah siklus pertama apa yg kurang dari penelitian ini? Mungkin dari cara mengajar saya?

T: Kalau saya lihat, kadang Mbak Eva terlalu kecepetan mengajarnya. Saya kasian sama anak-anak yg masih lambat mbak. Padahal mereka yg harusnya dapet perhatian lebih.

...

R: Then, what do you think about the research after cycle 1? Perhaps, about how I teach students?

T: As I observe, sometimes you are too fast in delivering the material. I worry with the weak students. Since they should get more attention.

...

Appendix 5/TT 7/Line 14-18

The collaborator also spotted the group discussion activity. She said that the activity was not effective enough to involve all the students. This aspect needed to be improved in the next cycle to make all students participated in the discussion. Moreover, students also gave some suggestions for the next meeting, such as changing the members of the group and making their own diagram. These suggestions might bring some new modification for the next meeting as described in the next discussion of the process of cycle 2.

There were some changes that happened in the implementation of the SS in Cycle I. The changes occurred in the classroom included the students' behaviors that could be observed and the teaching method in the reading activities. After implementing the SS, the situation gradually improved. The summary of the changes happening is presented in the table below.

Table 5: The Summary of the Reflection in Cycle 1

No	Before the Actions	After Cycle 1
1.	The students found difficulties in comprehending story.	Some students started to be able to comprehend the story by using the diagram
2.	The students' motivation of reading was dropped when they found unfamiliar words and the long texts.	Some students began less to complain when they face unfamiliar words.
3.	The students lacked reading strategies.	Some students began to practice the SS
4.	The students took a long time to understand the meaning and the	The student got the content easier with the diagram of SS

	content of the stories.	
5.	Students' vocabulary mastery was low.	Some student began to guess the words' meaning from context. However, they still had difficulties about the steps in this practice.
6.	The students had difficulties in finding the detailed information from the texts.	Some students could found the answer of the questions about detailed information by using the diagram. However sometimes they still misunderstood the meaning so they answered incorrectly.

C. The Process of Cycle 2

1. Planning

The activities for Cycle 2 were made based on the result of the successful and unsuccessful actions of Cycle 1. The additional actions or changing actions were planned to maximize the improvement of the students' reading comprehension skills. The plans were the researcher would give example about how to fill the diagram on the white board as the collaborator's suggestion. It aimed to make students clearly understand. The researcher also planned to give more practice on how to guess the meaning of the words since the students still have difficulties in facing the unfamiliar words.

The suggestions from the students about making the new group and making their own diagram were also taken into account. However, the students would not really create their own diagram; this activity was set in a group discussion by the researcher. The students were asked to discuss with their group in making their creative diagram.

In the cycle 2, the implementation would conduct in three meetings. The first meeting would be focusing on involving the passive students and accustoming students in practicing the Structure Strategy and how to guess the meaning of the unfamiliar words for their reading. In the next meeting, the teaching and learning process would be focusing on a group discussion. In this meeting, the researcher would provide an activity that could involve the all students to the discussion. While in the last meeting, reviewing the whole meetings from the cycle 1 to the last meeting of the Structure Strategy implementation and individual practice would be the focuses.

2. Action and Observation

There were three meetings in this cycle. They all were held on February 2016. As in the first cycle, the collaborator acted as the observer and the researcher was as the teacher taught the students using the planned actions. The detailed explanation about the implementation of cycle 2 is presented in the following discussion.

a. First Meeting

This meeting was conducted on February 11th, 2016. The researcher and the collaborator came into the class room after the bell rang. The researcher opened the first meeting by greeting the students and checking the students' attendant list. After that, the researcher began to ask whether students still remember about the material in the previous meeting or not. Some students answered yes and some other kept silent. The researcher then invited students to remember the material about narrative

text and how to guess the words' meaning. The researcher then told the students that that day's material was about narrative text again.

In the first activity, the students were distributed a story by the researcher. The story was about *The Stingy* and *The Generous*. Before the researcher asked the students to read the story, she told the students to underline the important parts of the story while they read. This practice was accustomed the students in practicing SS for their reading.

Before conducting the discussion, they would have 5 minutes to read the text silently. The reading was not only done by the students but also the researcher. The researcher also told they would do this activity like a competition. The students would get a gift if they followed this activity actively. This action was to awaken the passive students. Hearing that, students showed their curiosity. It seemed that they cannot wait the activity.

After reading the story, the researcher invited the students to list the important parts of the story. This activity was also to recall the students' comprehension about the previous material. The students were really sure in mentioning the parts of the diagram. Firstly, the researcher wrote one example of the important parts in the whiteboard then she pointed out some students to give their contribution to mention the other parts. Those students were not active enough comparing to the other students. It aimed to make all the students participate to the class discussion. The first student said that there were two characters in the story. The teacher asked this student about the relationship of the two characters. The student said that the characters are brothers.

The next student was also chosen by the researcher. The students said that the brothers had a really different characteristic. The big brother has a bad character and the young brother was in the opposite. The researcher then asked why the big brother considered as the bad one. The student kept silence. The researcher then invited a volunteer to answer the question. One student in the back row raised her hand and answered the question. The researcher asked the meaning of the answer because the student only read the sentence from the text. The student explained the meaning uncertain. However, the researcher appreciated the answer because he could find one of the important parts in the story.

The students were really engaged in the discussion about the story. It seemed that they began to accustom to practice SS. This could be observed from the way they looked for the important parts of the story. They began aware with the characters of the story, the setting and other parts to make them comprehend the story. However, the students sometimes still needed guidance from the researcher to make them exploring the content of the story.

The next activity was answering the comprehension questions. There were 5 questions related to the story that should to be done. The researcher then asked the students to answer the questions to check their comprehension. They could ask the researcher or discussing with their friends but they were not allowed to use the dictionary. They should often in practicing how to guess the meaning of the words. The students had 10 minutes to do the task. The researcher gave them more time because they should give reasons to their answers.

During this activity, the students showed their seriousness in following the discussion. The researcher went around to monitor the students and to help them if they got difficulties. Some students sometimes asked the teacher about the exact meaning of the questions. After all the students had done the task, the researcher asked them to submit it. There was no discussion about the result of the task because the time was up.

b. Second Meeting

The second meeting was conducted on February 16th, 2016. The researcher opened the class with routines like greeting the students first and then checking the students' attendance list. The researcher began the lesson by informing that day they would have a group discussion. As the group discussion in the previous cycle, students would give a story and broke down the story into parts. The difference was in this cycle students asked to make their own creative diagram. They could use colorful pens to write or cut the text into parts. This activity was quite free for the students as long as they could make a creative and informative diagram.

Before distributing the story, the researcher helped the students in deciding their groups. There were 4-5 students in every group. Each group should consist of male and female students as the students' suggestion after the cycle 1. After students found their groups, the researcher distributed a story and a blank sheet to every group. Each group got a different story. It aimed to ignore the groups' cheating on the other group.

The researcher informed them to work together by discussing and reminded the students to practice the previous material. The students had 30 minutes to finish their task. During this activity, the researcher monitored the students to see their discussion. The students read the story first and then discussed with their group about the content of the story. They started to make a noise in deciding the way they would make the diagram. Some members of the group wanted to cut the text and glued in the blank sheet some others wanted only to write with color pens considering the time. It took a quite long time in determining this thing. The researcher then approached them and told that they could use both as long as they made an informative diagram. The process of cutting and writing indeed took a long time since the students really needed to think over and over on the design of the diagram.

The students seemed enjoy the group discussion. They could manage the job for each member so there were no students acted passively. However, every student had different ability to comprehend the story. By asking the students to have discussion, it had purpose to help the weak students in raising their comprehension.

At the end of the discussion, the researcher asked the students to present their discussion and retell their story using the diagram in front of the class. The researcher allowed the students to use Indonesian to retell the story but all members of the group had to give their contribution. Before asking the students to take their turn, the researcher gave an example in retelling the story. She acted like having partners so the students could see how they divided the parts.

This performance activity was to check whether every student could comprehend the story or not. While the students performing their diagram, the

researcher once asked them about the detail information of the story. The result was students could comprehend the content of the story better.

After so long discussion, finally all groups presented their work on breaking down the story then arranging parts of the story into diagram according to the Structure Strategy concept. Before the class ended, the researcher asked students to review the previous activity together. The researcher also invited students to share their feeling in following the activity. Some of them said that the activity was fun and they wanted to do it again next time. The researcher ended the meeting by greeting the students.

c. Third Meeting

The last meeting in cycle 2 was done on February 17nd, 2016. The researcher and the collaborator came into the class room after the bell rang. The researcher opened the meeting by greeting the students and checking the students' attendant list. The researcher started the activity by giving an individual practice to the students. The researcher did not review the material in the previous meeting before conducting the practice. It purposed to check the students' comprehension before the post-test done.

In this practice, the students were provided with a story and tasks in the following part. The tasks were about answering the comprehension question, deciding the true-false statements and matching words with the meaning. There were 5 quantities of each section.

After distributed the tasks to the students, the researcher explained the way the students would done the tasks. In this activity, students were not allowed to open dictionary and asked their friends or the researcher. The students gave about 25 minutes to finish all the tasks. During the activity, the researcher went around to monitor the students. Some students asked the researcher about how to do the true-false task. Considering this condition, the researcher then explained the true-false task again detaily and gave an example.

The researcher invited the students to have a discussion about the result of their practice as in the previous meetings. Before they discussed the answer of the tasks, the researcher asked the students to read the story again. Then the researcher led the students to discuss the result of the comprehensible questions.

Right after the comprehensible questions task, there was another practice, in this section, students needed to decide the true-false statements. This activity was to know the comprehension of the students to the content of the story. The task was set in different words so the students had to really comprehend the content of the story. In the next task, students asked to predict the meaning of the words with the meaning in the right side of the paper. The students were also asked to find the clues in the text. During the discussion of this task, the researcher reminded the students about the steps of the practice on how to guess the words' meaning. The first one was about deciding in which class of words they belong to. The next was about pattern of sentence, that in English the sentences are patterned in to S+ V +C/O therefore the knowledge of the class of word was really important so the students could find the

possible context and possible answer. The next step was imagining the whole situation and predicting what the suitable meaning.

The researcher asked the students to submit their worksheet after finishing the discussion. The researcher then told a post-test on narrative so they should prepare themselves. Before the class ended, the researcher also said that that day was the last time she taught class VIII B. She ended the meeting by greeting the students after expressing her thanks to the students.

3. Reflection

As in cycle 1, the researcher and the collaborator did reflection after the implementation of all actions in cycle 2. In this cycle, the teaching and learning process was done smoothly and better than in cycle 1. There was not any significant problem found during the meetings. The problems that occurred in the first cycle had been solved by implementing some modifications of the actions as discussed with the collaborators.

In the first meeting, the students were accustomed in practicing the Structure Strategy by inviting the students to list the important parts of the story. In this activity, the researcher tried to involve all the students by making the teaching learning as a competition and giving a gift to the students who actively followed the teaching learning process. It seemed like this activity succeed in involving all the students and making them more aware to the important parts of the story.

The students were also trained to accustom in using the SS in the next meeting by participating them into a group. In groups, they were asked to make a creative and

informative diagram. This action was to help the weak students in raising their comprehension. In this activity the students showed their enjoyment of the discussion. However, some of them were taking more time in deciding the certain way; they already showed their motivation to read the text first before arguing some things with their friends.

After the implementation of this cycle, the students were already accustomed to the stages of SS. They could follow and understand the instruction given and did the task better. During the teaching and learning in cycle 2 the students were more engaged to the reading activities and the students felt that the activities were more interesting than their usual meetings. This was concluded from this interview transcript.

...
R: Iya. Kemaren kan udah belajar pake structure strategy, gimana menurut kamu?
S: Enak Miss. Saya suka yg pakai diagram-diagram itu.
R: Jadi lebih mudah mengerti teksnya?
S: Iya miss. Apalagi yang kegiatan kelompok kemaren, seru bgt. Belajarnya jadi beda kayak biasanya. Besok lagi dong Miss.
 ...
 R: Yes. What do you think after learning by using structure strategy?
 S: I enjoyed Miss. I like the diagram part.
 R: Did you understand the text more?
 S: Yess Miss. Moreover, that group discussion, it was fun so much. The learning becomes different from usual.

Appendix 5/IT 11/Line 5-9

Moreover, it seemed like the students had realized the advantages of Structure Strategy diagram for their understanding. By breaking down the text into parts, it helped them much in understanding the story. They also realized that the parts of the

text like setting, character, conflict, event, and solution helped them much to comprehending the story. In addition, by observing the teaching and learning, the collaborator said that the strategy was engaged the performance of the students. This could be seen from the transcripts bellow.

...
S: hehehe masih inget kok. Lebih mudah miss. Kalau teksnya dipecah gitu jadi lebih ringkas.
R: Menurut kamu strategi ini membantu pemahamanmu ga sih dek?
S: iya miss. Saya jadi paham kalau apa itu yang kayak setting, karakter itu bisa membantu ya heheh
 ...
S: hehe I still remember that. It's easier Miss. If the text was broke down into parts, it makes briefer.
R: Is the strategy helps you in understanding text? What do you think about it?
S: Yes Miss. It makes me understand that like setting, character helped much hehe
 ...

Appendix 5/IT 12/Line 8-12

...
R: ... Oiya bu, apakah ada kekurangan atau kelebihan dengan strategi yang saya terapkan kemaren?
T: Jujur saya suka dengan structure strategy ini mbak, terutama diagramnya. Jadi siswa tahu apa sih yang perlu diketahui dalam teks ini. Mungkin kalau tidak menggunakan diagram, siswa careless dengan karakter dan komponen2 yg mbak ajarkan kemaren.
R: Jadi diagramnya sangat membantu siswa ya Bu?
T: Iya mbak. Karena biasanya hanya menjawab pertanyaan saja kalau habis baca teks, dengan adanya diagram ini siswa jadi punya kegiatan yg lebih fun juga. Walaupun ini membutuhkan waktu yg lebih panjang ya Mbak.
 ...
R: Ma'am, what're the advantages and disadvantages of the strategy that implemented in this research?
S: honestly, I like this strategy Mbak, especially the diagram. So the students know what parts should understand in the text. Perhaps, if it did not use diagram, the students were careless with the components that you trained.

R: So the diagram really helps the students Ma'am?
 S: Yes Mbak. Because, usually they just answering the questions after read the text, with the diagram, it set the student to have a fun activity. However, it needs more time.

...

Appendix 5/IT 10/Line 10-20

In this cycle, the practice on how to guess the words' meaning was done more times to facilitate the students to face the unfamiliar words in the text. Hence, those practices still did not overcome all the difficulties by the students. Some of them still had difficulties in facing some words in the text. The fact could be seen in the interview transcript below.

...

R: ...*kalo guessing meaningnya udah bisa belum?*

S: *Udah ngerti step-stepnya Miss. Tapi kalo praktek gak selalu berhasil hehe*

...

R: ... How about the guessing meaning? Have you understood?

S: I already understand the steps Miss. But, the practice is not always success hhe

...

Appendix 5/IT 11/Line 11-13

The reflection above was done based on the observations during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher as the collaborator. It is in line with the concept of democratic, process, dialogic and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept of triangulation. By looking the results in the second cycle, the researcher and the English teacher as the collaborator decided to stop the cycle.

Table 6: The Summary of Reflection in Cycle 2

No	Before the Actions	After Cycle 2
1.	The students found difficulties in comprehending a story.	Students were able to comprehend the story after training SS concept.
2.	The students' motivation of reading got dropped when they found too many unfamiliar words and too long texts.	Students did not complain when they face unfamiliar words.
3.	The students lacked reading strategies.	Students was practicing the SS
4.	The students took a long time to understand the meaning and the content of the story.	The students easily spotted the information from the story after trained with SS
5.	Students' vocabulary mastery was low.	Students guessed the meaning of words from context. However, sometimes, they still needed guidance from the researcher and asked their friends.
6.	The students had difficulties in finding the detailed information from the texts.	The students could answer the comprehension questions about detailed information.

D. The General Findings of the Research

This sub-chapter consists of the result of the qualitative data and the quantitative data. The qualitative data were taken from the result of the observations and the interviews in two cycles of the research. The second data was quantitative data. The data were in the form of scores that would be arranged into some tables of scores.

Based on the observations in cycle 2, the students reading comprehension skills improved. The students understood the story easily because they are trained to be aware of the important parts of the story. The students were also trained to practice

on how to guess the meanings of the unfamiliar words. This action was not successful enough because the students could not solve some problems. However, training the students about the steps in this practice makes them possible to practice this action in the future classes. After the implementation of the research, the students showed their changes. This following table shows the changes of the students' comprehension.

Table 7: The Changes of the Students

No	Before the Actions	After the Actions
1.	The students' motivation of reading got dropped when they found unfamiliar words and long texts.	The students began to enjoy reading texts. They were less complaining when they face unfamiliar words.
2.	The students took a long time to understand the meaning and the content of the texts.	The students easily understand the meaning of the texts after having been trained with Structure Strategy
3.	The students had difficulties in finding te detailed information from the texts.	The students easily spotted the detailed information from the texts after have been trained in using Structure Strategy diagram.
4.	The students' mean in pre-test was 55.75 (before the actions).	The student's mean in posttest was 65.00 (after the actions)

The changes of the students in the classroom were also supported by the quantitative data. It was obtained by conducting reading comprehension tests. The reading comprehension tests were administered in two times, before the implementation and after the implementation of SS.

The minimum score of the pre-test is 43.00 and the maximum one is 80.00 while the minimum score of post-test is 50.00 and the maximum score is 93.00. The scores improvement influences the mean of the both tests. The pre-test mean is 55.75

and the post-test mean is 65.00. From the mean score of the pre-test and the posttest, it shows that there is an improvement in reading comprehension.

As the final reflection, the discussions of the study focus on the teaching and learning process during the action research. The result of the research by using SS was believed to be effective to improve the students' reading comprehension.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter is divided into three main sections; conclusions, implications and suggestions from the research finding. The conclusions and the implications cover the results which are drawn from the data and some suggestions which are given by the researcher to the English teachers and the future researchers. Those sections are presented as follows.

A. Conclusions

In regard to the discussions of the previous chapters, this research focuses on improving the students' reading comprehension by using SS. The conclusions of the research can be presented as follows.

1. SS facilitate the students in improving their understanding of the whole meaning of the story by being aware to the important parts of the story and what the content of each part of the story was.
2. The structure-strategy diagram makes the students actively engaged during the teaching and learning process.
3. The practice on how to guess the meanings of the words facilitated the students in facing the unfamiliar words in the text.
4. Group discussion helped all the students actively participate during the reading practice.

The quantitative data of this research were obtained through scores from students' pre-test and post-test. The pre-test was done before the implementation of the actions and the post-test was conducted after the implementation of the actions. The mean score increased from 55.76 in the pre-test to 65.00 in the post-test. This showed that the implementation of Structure Strategy was successful in improving the students' reading comprehension in the process of teaching reading.

B. Implications

Based on the conclusions above, the implementation of SS can improve the students' reading comprehension. Some implications can be drawn as follows.

1. The use of SS can improve the student' reading skill. This strategy makes the students more encouraged in the classroom because they tend to do something different comparing with the usual.
2. The structure-strategy diagram can be implemented in understanding the long text so the students will feel more fun.
3. The practice on how to guess the meanings of the words can be implemented in recognizing the meaning of unfamiliar words.
4. The group discussion encourages the students to be more confident in joining the class activities.

C. Suggestions

In accordance to the above conclusions, the researcher proposes the following suggestions.

1. For the English teachers

In reference to the result of this action research, SS is effective to improve students' reading comprehension ability through its stages. Therefore, the English teachers are suggested to apply various activities and interesting reading strategies to improve the quality of English teaching and learning process.

2. For other researcher

This research is only aimed at improving students' reading comprehension on the teaching and learning process by using SS to narrative text. Therefore, it is recommended for other researchers to conduct research studies related to the improvements of the students' reading comprehension by using SS to other types of texts.

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APPENDIX 1

Vignette

Observation Vignette**September, 1st 2015**

The class was started at 11.30. When the teacher entered the class, the students were still busy with their activity. The class was really noisy. The teacher greeted them twice to get their attention. In the first greeting, it was only some students answered but all students showed their readiness when the teacher did the second greeting. The teacher then checked the students' attendance by asking who was not attending the class. Class VIII B consists of 27 students but there were two students who had a duty in medical room in that day.

"Are you ready?" the teacher asked the students. The students answered "yes" together. Then, the teacher recalled the students' memory about the previous material that was about recount text. The teacher asked some questions about the definition of recount text, the purposes of recount text, and the generic structure of recount text. Some students in the front row of seats were really excited in answering the questions but some others were busy with their own stuffs. The teacher reminded them once, but they seemed to be careless. Some of them still enjoyed having conversation with their friends and some of them looked so quite.

After having discussion about the previous meeting, the teacher then invited the students to open their book. There was a recount text entitled "My experience". The teacher asked them to read the text silently and answer the following questions. Suddenly, one of the students sit in the back row said "*judulnya saja gak mudeng, gimana isinya*". This student then left the book and did not read the text; he was busy drawing something in another book. During this activity some students were not serious in reading the text. They read the text, but sometimes they talked to their friends. The teacher asked permission to answer an important call and said that she would come back in 5 minutes. Noticing this condition, the students started to talk to their friend and exchange the answers as much as possible. Once, I reminded them to calm down and do the task by themselves but

they kept making a noisy class. I approached a student who suddenly said that he even did not know about the meaning of the title, I asked did he finished his task, he said that the text was very hard to understand. He also said that there are many difficult words and it made him lazy to read the text. I continued checking the other students' task. Most of them showed a low motivation in reading, they assumed that the important thing was they had answered the questions. They did not care where the answer came from and was it right or not.

The teacher came back to the class and asked the students "Have you finished?", some of the students answered "Yes" and some said "Not yet, mam". The teacher also asked some questions related to the text like the main idea of the text and the place. Knowing that some students did not understand the text, the teacher then chose three students to read one paragraph for each student. The students read the text doubly. They did many pauses and wrong pronunciation. They still tried to read the text. While this activity, the other students did not pay attention to their friends' reading. They kept making a noisy class. To calm the class, the teacher then took the time and retold the story of the text. She often translated words in bahasa to help the students understanding the text.

The time was on 12.10, it meant that students have the second break. The teacher then said that they would discuss the questions after the break. While the break time, I did a little interview with some students related to the English class.

The class was continued at 12.40. The teacher invited students to discuss the five questions related to the text. Firstly, the teacher invited a volunteer to answer the first question but no one did. The teacher then pointed out a boy named Arfan. Arfan read the question and the answer that he had. "*Jawabannya ada di paragraph ke berapa Arfan?*" asked the teacher. Arfan tried to read the text again and then answered "*satu bu*". The teacher did the similar way in the next four questions. She also often translated the question first before asked the students to answer the question.

After having discussion about the text and the comprehension questions, teacher invited the students to do the next task. It was matching words task. The students had 15 minutes to finish the task, they were allowed to use their dictionary (bilingual dictionary) but only some of them brought dictionary. This condition made the students noisy. They who did not bring dictionary tried to borrow to their friends. Noticing this condition then the teacher said that it is important to always

bring dictionary in her class. Then the teacher went around the class and checked the progress of the students' work one by one.

After the students finished the task, the teacher invited the students to discuss the answer of the task. The bell rang before they finished the discussion. The teacher then gave homework to students. The class was over at 13.30.

APPENDIX 2

Course Grid

**The Course Grid of Teaching Reading by Using Structure Strategy
at Grade VIII SMP N 1 Karang Nongko, Klaten**

- Cycle** : 1 (meeting 1-3)
- Standard Competency** : 11. Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.
- Basic Competence** : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Indicators	Learning material	Types of learning activities	Assessments	Sources	Time
		BKOF: Introducing materials by recalling students' own experiences (class discussion)		Picture of Prambanan temple and Parangtritis beach http://www.travelmatekamu.com/ <u>http://www.jogja.co/</u>	6 x 40 menit

<p>Students are able to identify the topic and main idea of the text</p> <p>Students are able to guess the meaning of difficult words.</p>	<p>A narrative text “The Legend of Nyi Roro Kidul”</p>	<p>MOT : Task 1 : Reading the text (Individually silent reading)</p> <p>Task 2 : Answering some questions (class discussion)</p> <p>Task 3 : Filling the structure-strategy diagram (class discussion)</p> <p>Task 4 : Practicing on how to guess the meaning of the unfamiliar words (class discussion)</p>		<p>Scaffolding by Jaka Priyana et al.</p>	
<p>Students are able to use the structure-strategy diagram in understanding the text</p> <p>In groups, students are able to identify the structure of narrative text.</p> <p>In groups, students are able to answer the</p>	<p>A narrative text “Roro Anteng and Joko Seger”</p> <p>Structure of Narrative Text (Orientation, complication, sequence of events, resolution, reorientation)</p>	<p>JCOT : Task 5 : Understanding the text and filling the diagram (group discussion)</p> <p>Task 6 : Identifying the generic structure of the text (group discussion)</p> <p>Task 7 : Answering questions (group discussion)</p>		<p>Scaffolding by Jaka Priyana et al</p> <p>Text type in English 2 by Anderson</p>	

<p>questions related to the narrative text.</p> <p>In groups, students are able to arrange a coherence story.</p>		<p>Task 8 : Completing the story (group discussion)</p>			
<p>Individually, students are able to understand the content of the texts.</p> <p>Individually, the students are able to identify the topic, characters, setting, main problem and moral value from the text.</p>	<p>Narrative texts “Little Red Riding Hood” and “The Lion and The Shepherd”</p>	<p>ICOT :</p> <p>Task 12 : Understanding the two text (group discussion)</p> <p>Task 13 : Answering questions (individual work)</p>	<p>Written text</p>	<p>Scaffolding by Jaka Priyana et al</p>	

Cycle : 2 (meeting 4-6)

Standard Competency : 11. Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Indicators	Learning material	Learning Activities	Assess ments	Sources	Time
Students are able to mention the social function of narrative text.	Structure of Narrative Text (Orientation, complication, sequence of events, resolution, reorientation)	BKOF: Introducing materials by recalling students' own experiences (class discussion)		Text type in English 2 by Anderson	6 x 40 menit
	A narrative text "The Stingy and the Generous"	MOT : Reading the text (Individually silent reading) Making and filling a diagram on the whiteboard (class discussion)		English on Sky 2	

<p>Students are able to identify the topic and main idea of the text</p> <p>Students are able to guess the meaning of difficult words.</p>		<p>Practicing using the diagram to understand the text (class discussion)</p> <p>Answering questions (individual work)</p> <p>Finding and guessing meaning the difficult words (individual work)</p>			
<p>In groups, students are able to make a diagram to help them in understanding a text.</p> <p>Students are able to use the structure-strategy diagram in understanding the text</p>	Six different stories.	<p>JCOT :</p> <p>Reading a new text (individual silent reading)</p> <p>Making an interesting diagram (group work)</p> <p>Presenting the diagram and retelling the story</p>	Oral test	English on Sky 2 and Soal UN SMP	
	A narrative text "Takatuliang, the	<p>ICOT :</p> <p>Understanding a new text (individual silent reading)</p>	Written test	English on Sky 2	

<p>Individually, students are able to identify the structure of narrative text.</p> <p>Individually, the students are able to identify the topic, characters, setting, main problem and moral value from the text.</p> <p>Individually, students are able to understand the implicit and explicit information from the text.</p>	Woodcarver	<p>Filling the diagram (individual work)</p> <p>Answering questions (individual work)</p> <p>Deciding T/F statements (individual work)</p> <p>Matching the words (individual work)</p>	<p>Written test</p> <p>Written test</p> <p>Written test</p>		
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APPENDIX 3

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 1 Karang Nongko
Kelas/Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: <i>Narrative Text</i>
Keterampilan	: Membaca
Alokasi Waktu:	: 6 x 40 menit (3x pertemuan)

A. STANDAR KOMPETENSI

Membaca

- 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

- 11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan dalam teks berbentuk *recount* dan *narrative*.

C. INDIKATOR

1. Siswa mampu mengidentifikasi struktur yang mendasari teks *narrative/story*.
2. Siswa mampu menemukan informasi yang ada dalam teks *narrative* dengan tepat.
3. Siswa mampu menebak arti kata yang sulit atau belum dikenal secara kontekstual.
4. Siswa mampu melengkapi cerita rumpang menjadi cerita yang padu.

D. Materi

The Type Text

Narrative texts entitled The Legend of Nyi Roro Kidul, Roro Anteng and Jaka Seger, The Legend of Banyuwangi, The Little Red Riding Hood, and The Lion and The Shepherd.

Structure of Narrative Text

Orientation :

- *A setting (where and when the story happens)*
- *A character or characters*

Complication :

- *a chain of events that influences what will happen in the story*

Sequence of Events

- *where the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashbacks.*

Resolution :

- *A solution to the problem or information telling if the objective was achieved or no*

Reorientation/coda (optional)

- *The narrator includes a coda if there is to be a moral or message to be learned from the story.*

Grammatical/language Features

1. *The use of proper noun (specific characters): identifying person involved, setting : name of place and time.*
2. *The use of signal words : soon after, now, that time, in the morning, next morning, in the night, etc.*
3. *The use of past tense (v2) : made, went, was, were, said, etc*
4. *The use of descriptive words to potray the characters and setting : beautiful girl, red face, big body, etc.*

Steps in Guessing Meaning from Context

- *Defining the part of speech of the words*
- *Looking for further clues in the word's collocates*
- *Looking the words in wider context*
- *Analyzing the suffix and affix (if available)*

E. Metode

Genre Based Approach

F. Langkah-langkah kegiatan

❖ Pembukaan

- Salam
- Berdoa

- Mengecek kehadiran siswa

❖ Kegiatan inti

BKOF (*Building knowledge of the field*)

- Guru menunjukan beberapa gambar (candi prambanan dan pantai parangtritis).
- Guru bertanya apakah mereka pernah pergi ke dua tempat tersebut.
- Guru bertanya apakah siswa pernah mendengar cerita yang berhubungan dengan 2 gambar tersebut.
- Guru menggali informasi lebih dalam ke siswa.
- Guru menjelaskan bahwa cerita yang berhubungan dengan 2 gambar itu adalah salah satu bentuk *narrative (story)*.
- Guru bertanya kepada siswa contoh teks *narrative* lain yang mereka tahu, dan dimana biasanya ditemukan *narrative/story*.
- Guru menjelaskan bahwa hari ini mereka akan belajar tentang *narrative/story*.

Modelling of the text

- Guru membagikan cerita berjudul “The Legend of Nyi Roro Kidul” kepada siswa.
- Guru memberi kesempatan kepada siswa untuk membaca dan memahami cerita selama 3 menit. (Task 1)
- Guru menjelaskan bahwa setiap jenis teks mempunyai struktur yang berbeda-beda.
- Guru menjelaskan tentang *narrative text/story* (fungsi dan bagiannya)
- Guru menjelaskan tentang cara membuat dan mengisi *structure-strategy diagram* yang akan dipakai sebagai alat bantu dalam memahami isi sebuah cerita.
- Guru mengarahkan siswa bagaimana cara mengisi diagram dengan informasi yang ada pada cerita.
- Siswa berlatih mengisi diagram yang telah disediakan. (Task 3)
- Guru mengajak siswa untuk belajar memahami cerita menggunakan diagram.
- Siswa berlatih mencari informasi rinci yang ada dalam cerita dengan menjawab pertanyaan-pertanyaan yang telah tersedia. (Task 2)

- Guru menjelaskan bagaimana cara menebak arti/makna dari cerita (*the practice on how to guess the meaning of the words*) dan menemukan clue-clue yang ada.
- Guru mengajak siswa untuk berlatih menebak arti kata dan menemukan clue-clue yang ada. (Task 4)

Joint construction of the text

- Guru meminta siswa untuk membuat kelompok (3-4 orang/kelompok)
- Guru membagikan teks *narrative*/story baru yang berjudul “Roro Anteng and Joko Seger”.
- Siswa membaca dan memahami cerita yang baru.
- Siswa secara berkelompok mengisi diagram sesuai dengan informasi dalam cerita. (Task 5)
- Siswa mengidentifikasi bagian dari cerita berdasarkan *narrative text structure*. (Task 6)
- Secara berkelompok, siswa menjawab soal yang ada (*main idea and detailed information questions*). (Task 7)
- Guru mengajak siswa bersama-sama membahas hasil pekerjaan siswa.
- Guru menyediakan cerita rumpang dengan pilihan jawaban dibawah teks tersebut. Siswa diminta untuk melengkapi cerita rumpang tersebut secara bersama-sama. (Task 8)
- Siswa dan guru bersama-sama membahas jawaban dari task 8.

Independent construction of text

- Guru membagikan beberapa cerita.
- Guru meminta siswa untuk memahami cerita tersebut. (Task 9)
- Guru memberikan beberapa cerita, siswa secara individu diminta untuk menjawab pertanyaan-pertanyaan tentang isi cerita menyangkut keterampilan-keterampilan membaca yang telah dilatihkan sebelumnya. (Task 10).

❖ **Penutup**

- Guru dan siswa bersama-sama menyimpulkan apa yang telah dipelajari hari ini. (apa itu *narrative text*, fungsi dari *narrative text*, *generic structure and grammatical rules of narrative text*, *structure strategy*, *structure-strategy diagram*)

- Guru menutup pelajaran dan memberikan salam.

G. Sumber materi

1. Text Types 2 by Mark and Kathy Anderson
2. Scaffolding by Jaka Priyana et al.

H. Penilaian/evaluasi

Indikator	Teknik penilaian	Bentuk
1. Siswa mampu mengidentifikasi struktur yang mendasari teks <i>narrative/story</i>	Tertulis	Handout
2. Siswa mampu menemukan informasi yang ada dalam teks <i>narrative</i> dengan tepat.	Tertulis	Handout
3. Siswa mampu menebak arti kata yang sulit atau belum dikenal secara kontekstual.	Tertulis	Handout
4. Siswa mampu melengkapi cerita rumpang menjadi cerita yang padu.	Tertulis	Handout

Yogyakarta, Januari 2016

Guru Pembimbing

Researcher

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Perangkat Pembelajaran

BKOF (*Building knowledge of the field*)



MOT (*Modeling of the text*)

Tasks 1 to 5 are based on Text One ‘The Legend of Nyi Roro Kidul’

Task 1. Read the following story carefully.

The Legend of Nyi Roro Kidul (The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizzard to curse Kadita. She wanted Kadita’s beautiful body full of ulcer. Then, Kadita’s body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter’s illness. The King did not want her daughter to be a rumour so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south ocean, the ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of The South Ocean.

NOTE:

Text 1 is a narrative text. Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader.

Structure of Narrative Text

Orientation :

- *A setting (where and when the story happens)*
- *A character or characters*

Complication :

- *a chain of events that influences what will happen in the story*

Sequence of Events

- *where the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashbacks.*

Resolution :

- *A solution to the problem or information telling if the objective was achieved or no*

Reorientation/coda (optional):

- *The narrator includes a coda if there is to be a moral or message to be learned from the story.*

Task 2. After reading the text above, answer some questions below.

1. Why was Kadita called Dewi Srengenge?

.....

...

2. Who was Kadita's step mother?

.....

...

3. What did the black wizard do?

.....

4. What did the King do to keep his daughter from being a rumour?

.....

.....

.....

5. What happened to Kadita when she jumped into the ocean?

.....

...

Task 3. Fill the structure-strategy diagram below based on Text 1.

Title :

Character **Character** **Character** **Character**

Setting :

Conflict :

Event _____

Event _____

Event _____

Event _____

Event _____

Event _____

Solution :

NOTE:***Steps in Guessing Meaning from Context***

- *Defining the part of speech of the words*
- *Looking for further clues in the word's collocates*
- *Looking the words in wider context*
- *Analyzing the suffix and affix (if available)*

Task 4. After reading the text, guess the meaning of the words below and give clues that you found in the text.

No	Words	Part of speech	Meaning	Clues
1.	ulcer			
2.	noble			
3.	cured			
4.	goddess			
5.	curse			

JCOT (Joint Construction of the text)

Make groups of three or four for each, then read the following text.

Tasks 5 to 7 are based on Text 2 “Roro Anteng and Jaka Seger”

Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of mount Bromo. They prayed for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform annually.

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro Anteng and Joko Seger. They present worship offerings of rice, fruits, vegetables, livestock, and other local products.

Task 5. Discuss with your group members and fill the diagram below based on the above text.

Title :

Character

Character

Character

Character

Setting :

Conflict :

Events :

Solution :

Task 6. There are parts in the narrative text. In your group, decide the above text which the orientation, complication, and resolution.

Task 7. There are some questions below. In your group, use the diagram to help you in finding the answers.

1. How many children did Roro Anteng and Joko Seger have?
2. What would happen if Roro Anteng and Joko Seger broke their promise to sacrifice their last child?
3. Who was Kesuma?
4. What was the name “Tengger” derived from?
5. What did the Tenggerese do at Kasada ceremony?

Task 8. You are provided with a text. This text is not in complete order. In group, complete this paragraph into a good text.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. (1).....named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that th king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. (2).....Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him.

The Prime Minister was very angry with his wife (3)..... However, Sidopekso said that he would kill her (4)..... Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. (5).....and began to spread a wonderful fragrance. Sidopekso said, “Banyu...Wangi... Banyuwangi”. This means “fragrant water”. Banyuwangi was born from the proof of noble and sacred love.

- a. He was very angry
- b. The river immediately became clean
- c. The king had a Prime Minister
- d. Sri Tanjung said that it was not true
- e. He brought her to the river bank

ICOT (Independent Construction of the text)

Task 9. Read and understand text 4 and 5. You may discuss with your friends.

Task 10. After having a discussion with your friends, answer the following questions. Do it by yourself.

Text 4

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

Text 5

The Lion and the Shepherd

Once upon a time, there was a lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the Lion met a Shepherd. The Lion came to him and said, "I am begging you and needed your help". The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The Lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The Lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee.

The king was very surprised because the Lion did not attack the shepherd. After he heard the story he released the Lion. He also let the shepherd go.

Questions text 4

1. What is the text about?
.....
2. Why did Little Red Riding Hood walk through the woods?
.....
.....
.....
3. What did the wolf do to the girl in order to enter the grandmother's house?
.....
...
4. Who came to rescue the girl and her grandmother?
.....
....
5. What does "her", in sentence 3, refer to?
.....
...
6. What does "they", in the last sentence, refer to?
.....
...

Question text 5

1. Why did the Lion need the shepherd's help?
.....
.
2. What did the Lion do after thanked to the shepherd?
.....
.
3. Did they meet again?
.....
4. What happened to the shepherd?
.....
5. What thing did make the King surprised?
.....
.....
.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 1 Karang Nongko
Kelas/Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: <i>Narrative Text</i>
Keterampilan	: Membaca
Alokasi Waktu:	: 6 x 40 menit (3x pertemuan)

I. STANDAR KOMPETENSI

Membaca

- 1.2 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

J. KOMPETENSI DASAR

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan dalam teks berbentuk *recount* dan *narrative*.

K. INDIKATOR

1. Siswa mampu menyebutkan fungsi sosial dari teks *narrative* dengan tepat.
2. Siswa mampu menentukan bagian-bagian dari *narrative text* ke dalam diagram yang telah disediakan.
3. Siswa mampu menyebutkan informasi tersirat maupun tersurat dalam teks.
4. Siswa mampu menemukan informasi yang ada dalam teks *narrative* dengan tepat.

5. Materi

The Type Text

Narrative texts entitled The Stingy and The Generous, The Origin of Pineapple, The Legend of Pari Temple, The First Banana, The Legend of Bali Strait, The Pied Piper, Beauty and The Beast, Takatuliang the Woodcarver.

Structure of Narrative Text

Orientation :

- A setting (where and when the story happens)
- A character or characters

Complication :

- a chain of events that influences what will happen in the story

Sequence of Events

- where the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashbacks.

Resolution :

- A solution to the problem or information telling if the objective was achieved or no

Reorientation/coda (optional)

- The narrator includes a coda if there is to be a moral or message to be learned from the story.

Grammatical/language Features

5. The use of proper noun (specific characters): identifying person involved, setting : name of place and time.
6. The use of signal words : soon after, now, that time, in the morning, next morning, in the night, etc.
7. The use of past tense (v2) : made, went, was, were, said, etc
8. The use of descriptive words to potray the characters and setting : beautiful girl, red face, big body, etc.

Steps in Guessing Meaning from Context

- Defining the part of speech of the words
- Looking for further clues in the word's collocates
- Looking the words in wider context
- Analyzing the suffix and affix (if available)

6. Metode

Genre Based Approach

7. Langkah-langkah kegiatan

❖ **Pembukaan**

- Salam

- Berdoa
- Mengecek kehadiran siswa

❖ Kegiatan inti

BKOF (*Building knowledge of the field*)

- Guru bertanya apakah siswa masih ingat tentang pelajaran di minggu sebelumnya.
- Guru mereview materi tentang *narrative text* dan *structure strategy* dan *guesing meaning*.
- Guru memberitahu siswa bahwa hari ini mereka akan tetap belajar tentang *narrative text* tapi dengan contoh teks dan kegiatan yang berbeda.

Modeling of the text

- Guru membagikan teks berjudul “The Stingy and the Generous” lalu meminta siswa untuk memahami teks tersebut selama 3 menit.
- Guru meminta siswa untuk menandai bagian-bagian penting dari cerita yang dibaca.
- Guru dan siswa bersama-sama membuat list dari bagian-bagian penting cerita di papantulis.
- Guru menunjuk siswa yang kurang aktif untuk berkontribusi banyak dalam diskusi ini.
- Guru meminta siswa untuk menjawab pertanyaan yang ada dibawah teks dan memberikan alasan atau clue dari jawaban tersebut dengan menggunakan diagram yang telah dibuat sebelumnya. Siswa diperkenankan untuk berdiskusi dengan teman sebangku mereka
- Guru mengajak siswa untuk membahas hasil dari jawaban siswa.

Joint construction of the text

- Guru meminta siswa untuk membuat kelompok (3-4 orang/kelompok)
- Guru membagikan teks *narrative*. Setiap kelompok mendapatkan teks yang berbeda.
- Siswa membaca dan memahami teks *narrative* yang baru. Guru membagikan selembar kertas kosong pada setiap kelompok.
- Siswa secara berkelompok membuat diagram sesuai dengan informasi dalam teks. Mereka dipersilahkan untuk memotong teks

tersebut dan menempelnya ke kertas kosong atau menulis sesuai kreatifitas mereka untuk mendapatkan diagram yang menarik.

- Guru memberikan contoh dalam menceritakan isi cerita menggunakan diagram yang sudah disediakan.
- Guru meminta setiap kelompok untuk menceritakan kembali isi teks didepan kelas.

Independent construction of text

- Guru membagikan teks baru beserta kertas berisi diagram yang siap di isi.
- Siswa diminta untuk menjawab pertanyaan yang berhubungan dengan teks.
- Siswa diminta untuk menyelesaikan *T/F questions*.
- Siswa diminta untuk menebak makna kata-kata yang telah disediakan.
- Guru me-review materi dari awal sampai akhir pertemuan.

❖ **Penutup**

- Guru memberitahu bahwa akan ada test di hari berikutnya.
- Guru meminta siswa untuk belajar dirumah.
- Guru menutup pelajaran dan memberikan salam.

8. Sumber materi

3. Text Types 2 by Mark and Kathy Anderson
4. English on sky 2

9. Penilaian/evaluasi

Indikator	Teknik penilaian	Bentuk
1. Siswa mampu menyebutkan fungsi sosial dari teks <i>narrative</i> .	Tertulis	Handout
2. Siswa mampu menentukan bagian-bagian dari <i>narrative text</i> ke dalam diagram yang telah di sediakan.	Tertulis	Handout
3. Siswa mampu memahami informasi tersirat maupun tersurat dalam teks.	Tertulis	Handout

4. Siswa mampu menjawab pertanyaan-pertanyaan berdasarkan informasi yang ada dalam teks <i>narrative</i> dengan tepat.	Tertulis	Handout
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Guru Pembimbing

Yogyakarta, Februari 2016

Researcher

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NIP. 19700324 200801 2 010

Eva Duwy Yanti
11202241009

Name : _____

Text 1.**Read the following text.****The Stingy and the Generous**

(A folk tale from Sambas)

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth the poor.

Questions:

1. Why was the big brother called the Stingy?
.....
2. What happened when the little brother was sitting in his garden?
.....
3. What did the generous brother do to the wounded bird?
.....
4. Why was the watermelon plant very strange?
.....
5. How did the generous brother become very rich?
.....

Text 1

The Origin of Pineapple

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina would spend all her time playing with her friends. When her mother asked her to do something, she would always said that she couldn't find things, even if it was laying right in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. However, Pina was lazy and said "I can't find the pot, so where should I put the rice?" her mother told her where the pot was. Then she said, "where is the ladle, how am I going to cook without a ladle?" Again her sick mother had to tell her the exact location. Pina did the same with salt, rice and water. Enraged by Pina's behavior, her mother cursed, "May you grow a thousand eyes" and wet back to sleep.

When she woke up, she could not find her daughter. She kept looking for her daughter and so did every single person on the plantation. After a few days, a strange fruit with thousands of little dots was seen on the plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pinya", means pineapple in Tagalog.

Text 2

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was single. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student but he had to marry Dewi Walangangin. Jaka Pandelengan and Dewi Walangangin soon get married. Kiai Gede Penanggungan taught Jaka many things.

After several years, it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of *pari* or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich.

He wanted the couple to help poor people. The couple started new life. They planted the seed. Soon, the seed grew and become a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask some *pari* seeds but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working on the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said "You two are like temples. You don't listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the *pari*, people named them as Pari Temple.

Text 3

The First Banana

Once upon a time, there was a beautiful girl called Maria. She was tall with black eyes and long shining hair. The color of her skin was light brown.

One morning, while she was collecting firewood, she met a young man. He looked like a hunter. He was tall, handsome and very neatly dressed. No one knew who he was or where he came from nor did anyone know his name. He did not tell Maria about himself. Maria and this young man became good friends for a long time. They fell in love with each other. Maria wished he would marry her. But the young man never proposed Maria. This made Maria unhappy. She persuaded the young man to marry her. She told him that they would be happy together because both of them did not have any family.

The young man did not agree with Maria's idea. He told Maria that he was not a human being. He was a spirit from the sky. They were different and they were not allowed to get married. Maria was very surprised. She did not know what to say. The young man said that he had to come back to the sky. He did not want Maria know much about him.

Knowing the truth, Maria was very disappointed and felt so sad. Maria held the young man's hand tightly. She did not want to be separated from him. Suddenly there was a blinding flash of light and the young man disappeared. Maria was frightened when she knew that the man disappeared and left his hand on Maria's.

Maria ran to her house and buried the man's hand in her garden. Soon, she was a strange plant growing where she had buried it. The plant grew fast

and some fruits appeared. The color of the fruit is yellow and it looks like a man's hand with finger on it. That is how the fruit came to be known as banana, originated according to the legend.

Text 4

The Legend of Bali Strait

A long time ago, a very rich family lived in Bali. The father, Sidi Mantra, was very famous for his supernatural power. He lived happily with his wife and their only child, Manik Angkeran. Manik Angkeran lived gambling a lot. His parents became poor because of this. They told Manik Angkeran to stop gambling, but he never listened. Instead, he begging for more money to his parents. Finally Sidi Mantra decided to go to Mount Agung where a mighty dragon lived. It could provide jewelry to the people who say the spell and ring the bell. Sidi Mantra had the bell and knew the spell. In front of the dragon, he said "My name is Sidi Mantra. I have a problem. My son likes gambling and made me poor." After he said the spell and rang the bell, jewelries came out from the dragon's body. He was very happy and brought the jewelries home.

Manik Angkeran heard that his father got some jewels from a dragon that lived in Mount Agung. So he stole his father's bell and went there. When he arrived at Mount Agung, Manik Angkeran rang the bell. The dragon was knew him. The dragon gave him some jewels. Suddenly Manik Angkeran had a bad idea. He wanted to kill the dragon and stole all its jewelries. The dragon knew his plan then he killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed, with one condition, they had to live separated places. When Manik Angkeran back came alive, Sidi Mantra drew a line between them on the ground. From the line, water flowed out. Soon it became a river. Finally it became a strait and separated Java from Bali. Today people called it Bali Strait.

Text 5

The Pied Piper

Once there was a town called Hamelin. The only thing wrong was it was full of rats. They destroyed people's farms, houses and food supplies. The people went to the mayor to solve the problem.

One day, a strange man came to town. The stranger offered to get rid of the rats. In return, the mayor would give him money.

The Pied Piper was a strange-looking man. He wore a tall, pointed hat, and a long, flowing cape. He played a long, shiny flute. The piper began to play

in the town square.

Rats came running from everywhere. They came out of the houses and the shops. The Pied Piper played up and down the streets. Everywhere he went, the rats followed him. The Pied Piper led the rats to the river. The rats all jumped into the river and drowned.

The people cheered. They were happy to be rid of the rats. But the mayor changed his mind about the money. He refused to give any money at all to the Pied Piper. "Give me the money you're promised," he said. "If you don't, I'll play a different tune you will not like," he warned. But the mayor still refused. The Pied Piper picked up his flute and began to play a new tune.

Once the flute was played, all the children in the town were like being hypnotized. These children followed the Pied Piper wherever he was playing the flute. When The Pied Piper reached the river bank, he stopped walking, but the children were still walking toward the river.

Fear of their safety, the mayor begged The Pied Piper to let the children go and paid the money he promised. All of sudden the children awoke and their parents rushed to get their beloved children.

The Pied Piper was happy to get the money and the mayor finally learned a lesson from this.

Text 6

Beauty and the Beast

Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and set her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard and then he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about her father. She started to look for him. Finally, she arrived in the castle and she found her father there.

She asked the Beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him, the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

Members of group:

- 1.
- 2.
- 3.
- 4.
- 5.

Read the following text.

Takatuliang, the Woodcarver

Long, long time ago on the island of Simbau, in the Sulawesi Sea, there lived a king and his beautiful daughter. The princess was not only beautiful, but she was also wise and kind.

Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, all of the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, jewelry. Then, came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left for me," answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented her everything he had. Together, Takatuliang and the princess lived happily ever after.

Task 1. Answer the following questions.

1. How did the princess look like?
2. Who was Takatuliang?
3. How did Takatuliang make the doll?
4. What did Takatuliang's father left for his son?
5. Why did the Princess decide to marry Takatuliang?

Task 2. You are provided with some sentences below. Decide whether it is true (T) or false (F).

No	Sentences	T/F
1.	The king lived with his wife and his daughter.	
2.	The king was confused then he announced a contest.	
3.	Takatuliang presented a wood doll from the best tree that he chose.	
4.	The princess was very angry after knowing the Takatuliang's story.	
5.	Takatuliang and the princess lived together.	

Task 3. There are words below. Match the words on the left to the meaning on the right

words	meaning	clues
1. wise 2. carve 3. gift 4. jewelry 5. soft	a. a present or something which is given b. not hard or firm c. to make something by cutting into especially wood or stone d. showing the ability to make good judgments e. decorative objects usually made from valuable metals, such as gold and silver, and precious stones	

APPENDIX 4

Field Notes

FIELD NOTE 1

Jumat, 28 Agustus 2015

SMP N 1 Karangnongko

Peneliti datang pertama kali kesekolah untuk meminta ijin kepada Kepala Sekolah bahwa peneliti akan melakukan observasi dan penelitian di sekolah tersebut. Sampai disekolah peneliti bertemu dengan guru piket dan mengutarakan bahwa ingin bertemu dengan kepala sekolah. Kebetulan kepala sekolah sedang tidak ada kerjaan jadi bisa langsung ditemui. Peneliti langsung diantar oleh guru piket menuju ruang kepala sekolah. Peneliti bertemu dengan Pak Widodo selaku kepala sekolah dari SMP N 1 Karang Nongko. Sebelum mengutarakan maksud dan tujuan kedatangannya ke sekolah tersebut, peneliti memperkenalkan dirinya dahulu. Setelah berkenalan, peneliti mengutarakan maksud dan tujuannya bahwa ingin mengajukan ijin untuk melakukan observasi dan penelitian disekolah tersebut. Kepala sekolah menyambut dengan baik peneliti. Kepala sekolah juga memberikan ijin kepada peneliti untuk melakukan observasi dan penelitian disekolah tersebut. Lalu, kepala sekolah menanyakan apakah ada surat dari pihak kampus sebagai bentuk ijin tertulis. Peneliti lalu menyerahkan surat ijin observasi yang dibawanya.

Setelah itu, kepala sekolah menanyakan kelas berapakah yang ingin diambil sebagai objek dari projek ini. Peneliti mengajukan kelas 8 sebagai objeknya. Lalu kepala sekolah memanggil salah satu guru bahasa inggris yang ada disekolah tersebut dan mempertemukan dengan peneliti. Setelah peneliti dan guru bahasa inggris bertemu, kepala sekolah meninggalkan mereka dan menyampaikan sesuatu kepada si peneliti bahwa untuk urusan ke depan silahkan langsung saja menghubungi guru bahasa inggris, kepala sekolah sudah memberikan ijin sepenuhnya kepada peneliti.

Peneliti berkenalan dengan guru Ibu Tasif, guru bahasa inggris yang ditunjuk oleh kepala sekolah untuk membantu peneliti melakukan projeknya. Peneliti dan guru bahasa inggris berbincang dan berdiskusi banyak hal mengenai observasi dan penelitian yang akan dilakukan. Guru bahasa inggris memilihkan kelas VIII B sebagai objek penelitian. Peneliti juga melakukan interview dengan guru bahasa inggris untuk memperoleh informasi yang berhubungan dengan observasi dan penelitian yang akan dilakukan. Setelah melakukan interview, peneliti dan guru bahasa inggris berdiskusi tentang waktu untuk melakukan observasi.

Setelah mengetahui kelas yang akan menjadi objek penelitian, peneliti meminta ijin kepada guru bahasa inggris untuk melakukan interview dengan beberapa siswa kelas VIII B. Kebetulan pada saat itu ber tanda istirahat kedua berbunyi. Kebanyakan siswa disekolah ini tidak membeli jajan pada istirahat kedua, mereka mengantri untuk melakukan sholat dzuhur. Karena kondisi masjid yang tidak terlalu besar jadi

siswa harus bergantian untuk sholat. Begitu pula dengan siswa kelas VIII B, mereka menunggu giliran sholat dikelas dan sekitarnya jadi peneliti tidak sulit untuk menemui mereka. Peneliti mewawancarai sekitar 5 siswa untuk mendapat informasi dan masalah membaca teks yang muncul dari siswa itu sendiri. Kebanyakan dari mereka mengeluh karena banyak kata yang tidak mereka ketahui artinya, itu membuat mereka malas untuk membaca.

Setelah selesai melakukan interview dengan beberapa siswa, peneliti berpanitan dengan kepala sekolah dan juga guru bahasa inggris.

FIELD NOTE 2

Selasa, 1 September 2015

SMP N 1 Karangnongko

Tujuan peneliti datang kesekolah kali ini untuk melakukan observasi kelas dengan guru bahasa inggris dan melakukan interview dengan beberapa siswa kelas VIII B. Peneliti sampai disekolah pukul 11.00 dan observasi kelas dimulai pukul 11.30. Sembari menunggu waktu, peneliti berkeliling sekolah ditemani oleh salah satu petugas TU yang sedang tidak ada kerjaan. Tujuan peneliti berkeliling sekolah adalah untuk mengetahui lebih jauh tentang sekolah tersebut, karena informasi tentang fasilitas dan keadaan sekolah mungkin saja diperlukan untuk melengkapi data penelitian.

Pukul 11.30 peneliti diajak guru bahasa inggris untuk masuk ke kelas VIII B. Siswa sangat gaduh ketika guru dan peneliti masuk ke kelas. Setelah menyapa siswa guru memperkenalkan peneliti kepada siswa. Hari itu guru menyampaikan materi pelajaran tentang recount text. Peneliti melakukan observasi dengan duduk dikursi bagian belakang. Kelas berakhir setelah bel pulang sekitar jam 13.30. Pada saat jeda istirahat kedua yaitu sebelum jam terakhir, peneliti melakukan interview dengan beberapa siswa kelas VIII B untuk mendapatkan informasi dari siswa.

Setelah melakukan observasi, peneliti melakukan diskusi dengan guru bahasa inggris mengenai problem yang muncul dari siswa. Guru bahasa inggris dan peneliti juga memilih beberapa problem yang dirasa penting untuk dipecahkan dan menentukan strategi yang akan dipakai dalam penelitian tersebut.

FIELD NOTE 3

Selasa, 21 Januari 2016

SMP N 1 Karangnongko

Tujuan peneliti datang kesekolah untuk memberitahukan bahwa penelitian akan dimulai dalam beberapa waktu kedepan. Kira-kira pukul 10 peneliti sampai disekolah dan langsung bertemu dengan guru bahasa inggris.

Peneliti dan guru bahasa inggris berbincang diruang tamu membahas waktu penelitian. Mereka akhirnya menentukan bahwa penelitian akan dimulai minggu depan. Peneliti menjelaskan bahwa segala keperluan untuk penelitian sudah siap, lalu menunjukan RPP yang sudah dibuat. Guru bahasa inggris memeriksa RPP tersebut lalu bilang bahwa beliau mengikuti saja. Peneliti juga meminta guru bahasa inggris untuk menjadi kolaborator selama penelitian nanti. Guru bahasa inggris menyatakan setuju dengan permintaan peneliti tersebut.

Sebelum berpamitan untuk pulang, peneliti pergi ke Ruang TU dulu untuk memberitahukan bahwa surat ijin penelitian baru diurus sehingga belum jadi. Peneliti lalu berjanji akan segera menyerahkan surat ijin penelitian dari kampus agar dijadikan arsip sekolah. Petugas TU menerima keadaan tersebut dan menanyakan kapan penelitian akan dimulai lalu peneliti menjawab penelitian akan dimulai minggu depan. Setelah itu peneliti berpamitan pulang kepada petugas TU dan juga guru bahasa inggris.

FIELD NOTE 4

Selasa, 26 Januari 2016

SMP N 1 Karangnongko

Peneliti sampai disekolah sekitar jam 11.00. Tujuan peneliti datang kesekolah kali ini untuk melakukan *pre-test*. Peneliti telah menyiapkan 30 soal yang akan diselesaikan oleh siswa dalam 2 jam pelajaran. Sambil menunggu, peneliti pergi ke ruang TU untuk meminta data guru dan siswa yang ada disekolah tersebut untuk kelengkapan skripsi.

Peneliti masuk kelas jam 11.30 ditemani oleh guru Bahasa Inggris. Suasana kelas sangat bising. Beberapa siswa sibuk dengan kegiatannya sendiri-sendiri. Peneliti memulai pertemuan dengan salam lalu menyapa mereka seperti yang biasa dilakukan oleh guru bahasa inggris. Setelah itu, peneliti menyampaikan bahwa pelajaran Bahasa Inggris di kelas VIII B akan di *handle* oleh peneliti dalam beberapa waktu kedepan. Mengetahui hal tersebut, siswa bersorak sorai. Guru bahasa inggris tersenyum sambil duduk di meja guru. Lalu, peneliti memberitahu siswa bahwa hari ini mereka akan mengawali pertemuan dengan test.

Setelah mengecek presensi siswa, peneliti meminta siswa untuk memasukkan semua buku kets mereka lalu peneliti mengambil soal yg telah disiapkan dan membagikan ke siswa. Setelah semua siswa mendapatkan soal, peneliti menjelaskan

ketentuan dalam mengerjakan soal tersebut dan menginfokan batas waktu pengerjaan. Setelah dirasa semua mengerti, peneliti mempersilahkan siswa untuk mulai mengerjakan soal yang ada. Dengan dibantu guru Bahasa Inggris, peneliti mengawasi siswa.

Bel istirahat berbunyi, menandakan satu jam pelajaran telah habis. Siswa keluar untuk istirahat dan meninggalkan ruang kelas serta meninggalkan kerjaan mereka dimeja masing-masing sesuai dengan instruksi yang diberikan oleh peneliti. Peneliti lalu mempersilahkan guru bahasa inggris untuk beristirahat. Setelah selesai mengambil kertas soal dimeja siswa, peneliti menuju ruang tamu untuk menunggu bel masuk.

Bel masuk berbunyi pada jam 12.40. Sebelumnya peneliti telah masuk kelas dan meletakkan kertas soal sesuai dengan tempat duduk siswa. Hal ini dilakukan untuk menghindari kurangnya waktu dalam pengerjaan. Siswa dipersilahkan melanjutkan pekerjaan mereka. Beberapa saat kemudian guru bahasa inggris masuk kelas dan membantu peneliti mengawasi siswa.

Lima belas menit sebelum jam berakhir, peneliti menginfokan bahwa mereka boleh mengumpulkan kerjaan mereka apabila sudah selesai. Lalu, seorang siswa bernama Lusi mengangkat tangan dan berkata bahwa dirinya sudah selesai mengerjakan. Peneliti lalu mengambil kertas Lusi dan memberitahu Lusi agar menunggu teman yang lain.

Waktu masih tersisa sekitar 5 menit, siswa sudah selesai semua. Peneliti lalu mengajak siswa untuk sharing sedikit mengenai soal tersebut. Banyak siswa yang mengeluh kesusahan dalam mengerjakan soal. Peneliti menutup pelajaran setelah bel pulang berbunyi. Setelah keluar kelas, peneliti mengucapkan terimakasih kepada guru bahasa inggris dan mengatakan bahwa kegiatan hari ini sudah selesai dan besok akan mulai mengajar.

FIELD NOTE 5

Rabu, 27 Januari 2016

SMP N 1 Karangnongko

Hari ini adalah pertemuan pertama disiklus pertama. Peneliti masuk kelas jam 08.30 ditemani oleh guru bahasa inggris. Siswa sangat berisik karena mereka bermain dan berbicara dengan teman mereka. Setelah meletakkan peralatan dimeja, peneliti membuka kelas dengan salam sementara guru bahasa inggris memosisikan diri dengan duduk dikursi paling belakang. Peneliti menyapa siswa seperti yang biasa dilakukan oleh guru bahasa inggris. Setelah itu, peneliti mengecek kehadiran siswa. Ada 2 siswa tidak masuk kelas yaitu Andika sedang ijin keluar kota dari kemaren

dan Rio tanpa keterangan. Peneliti lalu menanyakan kepada siswa apakah ada yg tau kenapa dengan Rio karena sudah 2 hari dr kemaren tidak ada keterangan. Tapi siswa menjawab serempak tidak tahu.

Peneliti mulai mengajar kelas VIII B dengan menunjukan gambar yang telah dipersiapkan sebelumnya, yang pertama adalah gambar candi prambanan dan yang kedua adalah gambar pantai parangtritis. Peneliti lalu menanyakan apakah siswa mengetahui gambar apakah itu. Siswa menjawab bersama-sama. Peneliti juga mengajukan beberapa pertanyaan lain untuk mendapatkan perhatian siswa dan membangun pemahaman siswa tentang *narrative text*. Pertanyaan itu antara lain seperti pernahkah siswa mendengar sebuah cerita yg berhubungan dengan 2 gambar tersebut. Siswa menjawab bersama-sama dengan riuh. Setelah itu peneliti menyampaikan bahwa cerita seperti “Roro Jonggrang dan Bandung Bondowoso” dan “Nyi Roro Kidul” adalah contoh dari *narrative text*. Lalu, peneliti juga menyampaikan bahwa hari ini mereka akan belajar tentang *narrative text*.

Setelah itu, peneliti membagikan lembar kerja kepada siswa. Lembar kerja tersebut berisi teks dan tugas-tugas yang akan membantu peneliti dalam mengajar. Lalu peneliti memberi waktu 3 menit kepada siswa untuk membaca teks yang ada dihalaman pertama pada lembar kerja. Teks tersebut adalah contoh teks narasi dengan judul “*The Legend of Nyi Roro Kidul*”. Awalnya siswa mengeluh karena diminta untuk membaca teks yang menurut mereka lumayan panjang, lalu peneliti memberikan pengertian dan motivasi dengan meminta siswa untuk membaca saja dulu. Setelah itu, peneliti menjelaskan tentang pengertian, fungsi, dan bagian-bagian dari *narrative text*. Peneliti juga memberitahu kepada siswa bahwa setiap teks pasti mempunyai struktur sendiri-sendiri. Apabila mereka mengetahui itu maka akan lebih mudah dalam memahami sebuah teks. Ini adalah langkah pertama dalam pengajaran membaca sebuah teks dengan menggunakan *structure strategy*. Peneliti melakukan beberapa upaya agar siswa tidak patah semangat dulu ketika diminta untuk menjawab pertanyaan. Peneliti benar-benar menekankan struktur teks yang ada agar mereka tidak merasa terbebani dengan jumlah kata yang ada pada teks. Peneliti memcontohkan bahwa sebenarnya suatu teks itu hanya memiliki beberapa bagian. Peneliti lalu mengajak siswa bersama-sama menentukan bagian-bagian dari teks yang ada agar siswa lebih mengerti. Dan dilanjutkan dengan menjawab pertanyaan yang ada dibawah teks.

Peneliti hanya membahas soal sampai nomer 2 saja. Selanjutnya peneliti mengajak siswa untuk melihat kegiatan selanjutnya yaitu diagram. Diagram ini adalah salah satu komponen dari *staructure strategy* yang akan membantu siswa dalam memahami teks. Peneliti menjelaskan kepada siswa tentang diagram tersebut, lalu menjelaskan juga cara mengisinya bagaimana. Setelah itu peneliti mengajak siswa untuk berkatih mengisi diagram yang telah tersedia di lembar kerja mereka.

Peneliti berkeliling untuk membimbing siswa yang kesusahan dalam pengisian diagram. Setelah itu, peneliti menjelaskan bahwa diagram ini dapat membantu siswa dalam memahami teks. Peneliti lalu membimbing siswa bagaimana cara menggunakan diagram tersebut.

Selanjutnya, peneliti meminta siswa untuk menyelesaikan pertanyaan yg tadi belum selesai dengan menggunakan bantuan diagram yg telah diisi. Setelah beberapa saat, peneliti mengajak siswa untuk membahas jawaban mereka secara bersama-sama. Setelah selesai, peneliti menanyakan apakah ada yang ingin bertanya dulu sebelum pelajaran dilanjutkan. Lusi mengangkat tangan dan bertanya arti dari kata *curse*. Peneliti tidak langsung menjawab pertanyaan Lusi dan menanyakan apakah ada pertanyaan lain. Beberapa siswa menjawab tidak.

Peneliti menjelaskan bahwa sebelum menjawab pertanyaan Lusi, peneliti akan menjelaskan sesuatu dulu. Sesuatu itu adalah step-step yang dapat diperhatikan agar mudah dalam menebak arti sebuah kata. Jam sudah menunjukan pukul 09.05 yang berarti bahwa pelajaran akan berakhir dalam 5 menit lagi. Peneliti menjelaskan step-step secara singkat lalu mengajak siswa untuk mempraktikan menebak arti kata pada *task 4* yang tersedia dalam lembar kerja. Baru membahas 1 kata bel sudah berbunyi dan pelajaran harus berakhir. Peneliti menyampaikan bahwa pelajaran akan dilanjutkan besok dan meminta siswa untuk mempelajari lembar kerja di rumah. Peneliti menutup pelajaran dengan salam.

FIELD NOTE 6

Kamis, 28 Januari 2016

SMP N 1 Karangnongko

Dipertemuan kedua ini peneliti masuk kelas jam 10.50. Guru Bahasa Inggris langsung memposisikan diri dengan duduk dibelakang untuk mengamati peneliti mengajar. Setelah membuka pertemuan dengan salam dan menyapa siswa, peneliti mengecek kehadiran siswa. Kali ini semua siswa hadir mengikuti pelajaran. Setelah memberikan lembar kerja kepada siswa yang baru mengikuti pelajaran hari ini, peneliti bertanya apakah siswa masih ingat dengan pelajaran sebelumnya. Beberapa siswa menjawab bersamaaan dengan bising, lalu peneliti menunjuk Tata untuk menjawab. Tata menjawab dengan sedikit ragu-ragu. Peneliti lalu membantu Tata dengan memancing dengan beberapa kata.

Sebelum melanjutkan materi sebelumnya, peneliti mengulang lagi penjelasan tentang step-step dalam *guessing meaning* secara lebih rinci. Peneliti lalu mengundang siswa untuk melanjutkan *task 4* untuk melatih mereka dalam menebak arti kata. Setelah selesai, peneliti meminta siswa untuk membentuk kelompok yg

terdiri dari 4-5 anak per kelompok. Peneliti membantu dalam pembagian kelompok dengan menyuruh siswa berhitung 1 sampai 8. Setelah siswa sudah dengan kelompoknya, peneliti meminta siswa untuk membuka halaman berikutnya. Disana ada satu teks narasi yang diikuti dengan diagram dan beberapa pertanyaan. Peneliti lalu meminta siswa untuk memahami teks tersebut terlebih dahulu. Peneliti mengingatkan bahwa suatu teks mempunyai struktur sendiri-sendiri. Siswa diminta untuk relax dan menikmati dalam membaca teks tersebut. Setelah itu, peneliti meminta siswa berdiskusi dengan kelompok mereka masing-masing untuk mengisi diagram yang ada dan menjawab pertanyaan dengan bantuan diagram. Mereka diberi waktu 15 menit untuk menyelesaikan tugas tersebut. Siswa sangat bising ketika bekerja kelompok. Peneliti dan guru bahasa inggris berkeliling mengecek pekerjaan siswa.

Setelah 10 menit berlalu, peneliti meminta siswa untuk mengerjakan *task 7*. *Task* ini meminta siswa untuk menentukan bagian-bagian dari *narrative text (orientation, complication, and resolution)*. Setelah selesai, peneliti mengajak siswa untuk membahas hasil pekerjaan mereka. Peneliti menunjuk per kelompok untuk menjawab pertanyaan dan memberikan alasan atau klu yang ada dalam teks. Mereka harus mempunyai alasan yang kuat kenapa mereka memilih jawaban tersebut. Setelah selesai membahas hasil pekerjaan siswa, peneliti lalu menginfokan *task 9* sebagai PR. Peneliti juga menyimpulkan hasil belajar mereka hari ini karena waktu sudah hampir habis. Bel tanda ganti pelajaran berbunyi tepat pada jam 11.30. Peneliti menutup pelajaran dengan salam dan meninggalkan kelas bersama Guru Bahasa Inggris.

FIELD NOTE 7

Selasa, 2 Februari 2016

SMP N 1 Karangnongko

Hari ini peneliti masuk kelas jam 11.30 untuk melengkapi pertemuan ketiga disiklus pertama. Peneliti langsung membuka kelas dengan salam dan menyapa siswa seperti biasa. Siswa menjawab bersama-sama dengan kompak. Peneliti lalu mengecek kehadiran siswa. Hari ini ada 2 siswa yang tidak hadir yaitu Rido tanpa keterangan dan Arifin ijin karena ada acara keluarga. Beberapa saat kemudian Guru Bahasa inggris masuk kelas dan duduk dikursi paling belakang.

Setelah itu, peneliti menanyakan tugas yang diberikan dipertemuan sebelumnya. Siswa menjawab bahwa mereka telah mengerjakan tugas tersebut. Peneliti lalu bertanya apakah siswa mengerjakannya dengan memakai strategi yg sebelumnya telah dipelajari. Sebagian siswa menjawab iya dan sebagian hanya diam.

Setelah itu siswa diajak untuk mengingat kembali materi-materi yang dipelajari sebelumnya terutama step dalam menebak arti kata.

Peneliti mengajak siswa untuk membahas *task 9* yang sebelumnya dijadikan PR. *Task* ini meminta siswa untuk melengkapi sebuah teks yang rumpang. Dibawah teks sudah tersedia kalimat-kalimat sebagai pilihan. Jadi siswa tinggal memilih salah satu kalimat pada setiap nomor. Bersamaan dengan ini, peneliti juga sesekali menanyakan tentang isi teks, bagian-bagian teks, dan beberapa arti kata yang dirasa sulit. Peneliti kadang meminta *volunteer* kadang menunjuk salah satu siswa untuk menjawab pertanyaannya. Setelah selesai, peneliti mempersilahkan siswa untuk bertanya apabila ada yang belum mengerti.

Mengetahui siswa tidak ada yang ingin bertanya, peneliti lalu meminta siswa untuk membaca dan memahami teks 4 & 5 dalam waktu 10 menit. Mereka dipersilahkan untuk berdiskusi dengan teman sebelahnya tapi tidak diperbolehkan membuka kamus. Baru beberapa menit siswa membaca teks, bel tanda istirahat kedua berbunyi. Peneliti lalu meminta agar siswa beristirahat dahulu.

Siswa keluar kelas untuk sholat dzuhur. Peneliti masih membereskan perlengkapan lalu keluar kelas bersama guru bahasa inggris dan melakukan sholat dzuhur bersama.

Bel masuk berbunyi tepat jam 12.40. Guru Bahasa Inggris langsung masuk kelas sementara peneliti sudah dikelas dari 5 menit sebelumnya untuk membagikan lembar kerja kepada siswa. Setelah semua siswa sudah masuk dan siap untuk melanjutkan pelajaran, peneliti mempersilahkan siswa untuk melanjutkan diskusi yang sebelumnya tertunda. Sambil menunggu siswa membaca, peneliti meletakkan sebuah kertas yang berisi soal di setiap meja siswa. Soal tersebut adalah tentang kedua teks itu. Ada 5 soal untuk satu teks.

Setelah siswa selesai membaca dan berdiskusi, peneliti meminta perhatian kepada siswa dan mulai menyampaikan bahwa siswa harus mengerjakan soal-soal yg ada dalam kertas terpisah itu secara individu. Mereka tidak diperkenankan berdiskusi ataupun membuka kamus. Disini, mereka dipersilahkan untuk mempraktikan strategi-strategi yang telah dipelajari sebelumnya. Peneliti memberikan waktu 20 menit kepada siswa untuk mengerjakan soal-soal tersebut. Dibantu dengan Guru Bahasa Inggris, peneliti mengawasi siswa yang sedang mengerjakan soal. Sesekali peneliti berkeliling untuk mengecek perkembangan siswa.

Siswa selesai mengerjakan dalam waktu kurang lebih 25 menit. Peneliti memang memberikan waktu lebih untuk mengetahui perkembangan kecepatan siswa dalam memahami sebuah teks setelah dibimbing menggunakan *structure strategy*. Setelah itu, peneliti menanyakan apakah siswa masih mengalami kesulitan dalam memahami sebuah teks. Beberapa siswa menyatakan bahwa mereka masih sedikit kesulitan. Sebelum membahas soal, peneliti bertanya dulu tentang apa sebenarnya

kedua teks tersebut. Peneliti menunjuk Hendaryanto untuk menjelaskan teks 4. Hendaryanto menjawab dengan ragu-ragu. Walaupun begitu dia sudah mampu memahami teks dengan baik. Hal ini dapat diketahui oleh peneliti karena dia dapat menyebutkan peristiwa-peristiwa yang ada pada teks secara urut. Lalu, peneliti mengajak siswa untuk membahas soal dari teks 4 secara bersama-sama.

Pada teks 5, peneliti bertanya tentang informasi rinci dari teks tersebut. Informasi tersebut berupa jumlah karakter, konflik yang terjadi, dan solusi dari teks tersebut. Beberapa siswa menjawab pertanyaan peneliti. Lalu, dilanjutkan dengan membahas soal. Setelah itu, peneliti mempersilahkan siswa untuk bertanya apabila ada hal yang belum diketahui. Belum sempat siswa bertanya, bel pulang sudah berbunyi. Peneliti lalu mengingatkan kepada siswa untuk tetap belajar di rumah lalu menutup pelajaran dengan salam. Peneliti keluar kelas bersama guru bahasa Inggris lalu berpamit pulang kepada guru bahasa Inggris.

FIELD NOTE 8

Rabu, 3 Februari 2016

SMP N 1 Karangnongko

Kedatangan peneliti ke sekolah hari ini tidak untuk mengajar melainkan untuk melakukan interview dengan guru dan beberapa siswa setelah siklus pertama. Peneliti sampai di sekolah sekitar jam 09.30. Peneliti langsung menuju ruang guru untuk bertemu dengan Guru Bahasa Inggris. Kebetulan pada saat itu beliau sedang tidak ada jam mengajar di kelas jadi langsung bisa ditemui.

Guru bahasa Inggris menyambut peneliti dengan sangat ramah. Peneliti menyapa dan bersalaman dengan guru bahasa Inggris. Setelah itu, peneliti mengutarakan maksud dan tujuannya datang ke sekolah. Guru bahasa Inggris menanggapi dengan positif. Lalu interview dilakukan di dalam ruang guru dalam beberapa menit saja. Setelah melakukan interview, peneliti dan guru bahasa Inggris merencanakan kegiatan yang akan dilakukan di siklus berikutnya. Perencanaan ini meliputi waktu dan kegiatan secara detail. Sebagai kolaborator, guru bahasa Inggris banyak memberikan masukan kepada peneliti untuk perencanaan kegiatan ini.

Bel istirahat pertama berbunyi. Peneliti mohon undur diri untuk melakukan interview dengan beberapa siswa kelas VIII B. Guru bahasa Inggris mempersilahkan dengan sopan. Lalu, peneliti menuju kelas VIII B. Hanya ada beberapa siswa di sekitar kelas VIII B, salah satunya adalah Leo. Peneliti menyapa Leo lalu memberikan beberapa pertanyaan kepadanya. Leo menjawab sambil menikmati siomay yang sebelumnya dia beli. Pertanyaan-pertanyaan yang dilontarkan peneliti

adalah untuk mendapatkan informasi dari siswa setelah siklus pertama selesai. Pertanyaan ini juga meliputi kesan pesan siswa belajar dengan peneliti.

Setelah beberapa saat, peneliti meninggalkan Leo dan masuk ke kelas untuk menemui siswa lain. Didalam kelas hanya ada Lusi yang sedang menunggu makanannya datang. Lusi sedang kurang enak badan jadi tidak keluar kelas, dia memilih untuk menitip ke temannya saja. Peneliti lalu melakukan interview dengan Lusi. Setelah selesai melakukan interview dengan Lusi, peneliti keluar kelas dan menuju ruang guru untuk menemui guru bahasa Inggris. Setelah bertemu peneliti berpamit pulang.

FIELD NOTE 9

Kamis, 11 Februari 2016

SMP N 1 Karangnongko

Hari ini adalah pertemuan pertama pada siklus kedua. Peneliti masuk kelas jam 10.50 ditemani oleh guru Bahasa Inggris. Siswa sudah siap di kursi masing-masing ketika peneliti masuk, walaupun masih ada sedikit kegaduhan. Seperti biasa peneliti membuka pelajaran dengan salam dan menyapa siswa. Siswa menjawab dengan kompak bersama-sama. Hanya ada 26 siswa hadir pada hari ini karena Yanuar tidak masuk dengan tanpa keterangan.

Karena banyak siswa yang masih merasa kesulitan dalam menebak arti kata disiklus pertama. Pada siklus ini, peneliti memberikan penambahan kegiatan untuk *guessing meaning*.

Sebelum membagikan lembar kerja, peneliti bertanya apakah siswa masih mengingat materi yang telah dipelajari beberapa waktu lalu. Beberapa siswa menjawab masih dan yang lain hanya diam. Setelah itu, peneliti mereview kembali materi tentang *narrative text* dan *guessing meaning*. Peneliti juga mereview tentang bagian-bagian diagram yang dapat membantu mereka dalam memahami teks. Setelah itu, peneliti membagikan teks disertai pertanyaan kepada siswa. Teks tersebut berjudul "*The Stingy and The generous*". Sebelum meminta siswa untuk membaca teks tersebut, peneliti memberi tahu siswa bahwa hari ini mereka akan melakukan diskusi kelas untuk membuat sebuah diagram bersama-sama di papan tulis. Peneliti juga menginfokan bahwa mereka akan melakukan kegiatan tersebut bersama-sama seperti sedang melakukan lomba. Siswa juga akan mendapatkan *reward* bagi mereka yang aktif dalam kegiatan ini. Siswa terlihat antusias menyambut kegiatan ini. Mereka terlihat tidak sabar untuk mengikuti kegiatan ini. Setelah itu peneliti meminta siswa membaca teks selama 5 menit. Peneliti meminta siswa untuk

memperhatikan hal-hal yang ada di dalam diagram sebagai acuan mereka dalam membaca.

Setelah siswa selesai, peneliti bertanya “*what is the text about?*” hanya beberapa menjawab pertanyaan. Lalu peneliti mengajak siswa untuk mengingat bagian-bagian dari diagram yang akan dibuat lalu mereka melengkapi diagram yang ada di papan tulis. Peneliti menunjuk beberapa siswa yang terlihat lebih pasif dari yang lain untuk menyelesaikan bagian atas dari diagram seperti judul dan karakter dari cerita yang baru saja dibaca. Peneliti juga meminta volunteer untuk menyelesaikan bagian setting. Setelah sampai pada bagian *event*, siswa tidak ada yang menawarkan diri. Peneliti bertanya kenapa tidak ada yang mau maju. Beberapa dari mereka menjawab bahwa mereka masih belum mengerti pada bagian ini. Menanggapi hal ini, peneliti lalu menjelaskan maksud dari *event* dan memberikan beberapa contoh kepada siswa. Peneliti lalu meminta beberapa siswa untuk menyebutkan *event* yang belum disebutkan. Sampai ke *resolution* atau *solution* peneliti membimbing siswa. Pada bagian terakhir ini, sesuai pengamatan peneliti, siswa hanya belum mampu membuat kalimat dengan kata-kata mereka sendiri. Ketika ditanya menggunakan bahasa Indonesia mereka telah mengerti apa *resolution* yang ingin disampaikan oleh penulis.

Diagram sudah diisi dengan lengkap, peneliti lalu meminta siswa untuk menjawab pertanyaan sebagai bukti mereka benar-benar telah memahami teks dengan baik. Siswa juga diminta untuk memberikan alasan dengan jawaban mereka. Mereka mempunyai waktu 10 menit untuk menyelesaikan tugas ini.

Setelah membahas soal dan kata-kata sulit, bel tanda ganti jam pelajaran berbunyi. Peneliti lalu meminta siswa untuk mengumpulkan lembar kerja dan menutup pelajaran dengan salam. Bersama guru bahasa inggris, peneliti keluar meninggalkan kelas VIII B.

FIELD NOTE 10

Selasa, 16 Februari 2016

SMP N 1 Karangnongko

Sekitar jam 11 lebih peneliti sudah berada disekolah untuk mempersiapkan pertemuan kedua di siklus kedua. Kegiatan di pertemuan kali ini adalah *group discussion* yang di atur agar semua siswa ikut andil dalam pengerjaan tugas kelompok sesuai dengan masukan kolaborator sebelumnya.

Peneliti masuk kelas dengan guru bahasa inggris setelah bel berbunyi. Setelah meletakkan perlengkapan dimeja, peneliti langsung membuka pelajaran dengan salam dan menyapa siswa. Siswa seperti biasa menjawab bersamaan dengan kompak.

"Who is absent today?" peneliti bertanya kepada siswa. Lalu beberapa siswa menjawab nihil. Setelah memberikan beberapa pertanyaan untuk mendapatkan perhatian siswa, peneliti memberitahu bahwa kegiatan hari ini akan dilakukan secara berkelompok. Lalu peneliti membantu siswa menentukan anggota kelompok. Tiap kelompok terdiri dari 4-5 orang. Siswa langsung berpindah tempat duduk. Peneliti membagikan bolpoint warna merah untuk cewek dan biru untuk cowok dibantu oleh guru bahasa inggris.

Setelah semua siswa sudah berkumpul dengan kelompoknya, peneliti membagikan teks yang berbeda pada tiap kelompok dan menjelaskan bahwa tiap kelompok diminta untuk membuat diagram dari teks itu sekreatif mereka. Peneliti telah menyediakan beberapa peralatan yang bisa digunakan oleh siswa. Sebelum membuat diagram, mereka harus mendiskusikan tentang isi teks dengan kelompok mereka. Siswa mempunyai waktu 30 menit untuk mengerjakan tugas ini. Siswa sangat antusias mengikuti kegiatan ini. Peneliti sesekali mengecek pekerjaan mereka. Ada yang menulis saja dengan menggunakan spidol warna dan menambahkan beberapa hiasan. Ada juga yang memotong dan menempelkannya pada kertas kosong yang diberikan oleh peneliti. Dalam kegiatan ini, siswa diminta untuk menggunakan strategi yang telah dipelajari. Siswa tidak diperkenankan menggunakan kamus.

Kegiatan kelompok berlangsung sekitar 25 menit, lalu bel istirahat berbunyi. Peneliti meminta siswa untuk mengumpulkan kertas mereka dan mempersilahkan siswa untuk beristirahat. Pelajaran akan dilanjutkan setelah istirahat selesai. Guru bahasa inggris dan peneliti meninggalkan kelas lalu pergi ke ruang tamu.

Tepat jam 12.40 bel masuk berbunyi menandakan waktu istirahat sudah berakhir. Siswa bergegas masuk kelas disusul oleh peneliti dan guru bahasa inggris. Siswa langsung memposisikan diri bersama kelompok masing-masing. Setelah itu peneliti membagikan lembar kerja yang sebelumnya dikumpulkan. Siswa melanjutkan pekerjaan mereka dengan antusias. Sese kali mereka menanyakan arti kata yang dalam teks. Peneliti membantu mereka dengan menunjukan clue-clue yang ada. Setelah semua kelompok selesai, peneliti meminta tiap kelompok untuk mempresentasikan didepan kelas. Peneliti juga memberikan contoh cara mempresentasikannya. Lalu peneliti menunjuk salah satu kelompok. Kelompok boleh menyampaikan cerita menggunakan bahasa Indonesia asal sesuai dengan isi cerita dan setiap anggota kelompok mengerti dari isi teks tersebut.

Setelah semua kelompok maju kedepan kelas, melihat waktu yang hampir berakhir peneliti lalu meminta siswa untuk mengumpulkan pekerjaan mereka dan mengajak siswa untuk menyimpulkan apa yg telah dipelajari hari ini. Beberapa saat kemudian bel berbunyi. Peneliti menutup pelajaran dengan salam.

FIELD NOTE 11

Rabu, 17 Februari 2016

SMP N 1 Karangnongko

Hari ini adalah pertemuan terakhir disiklus kedua dan merupakan hari terakhir bagi peneliti mengajar kelas VIII B di SMP Negeri 1 Karangnongko. Peneliti membuka kelas seperti biasa dengan mengucapkan salam dan menyapa siswa. Siswa menjawab dengan serempak. Peneliti lalu mengecek kehadiran siswa. Ada satu anak yang berhalangan hadir yaitu Yanuar. Peneliti lalu menanyakan kepada siswa apakah ada yang tau ada apa dengan Yanuar karena sudah 2 kali tidak hadir tanpa keterangan. Siswa menjawab tidak mengetahuinya. Beberapa saat kemudian guru Bahasa Inggris masuk kelas dan duduk dikursi paling belakang.

Kegiatan hari ini adalah *practice individually*. Setelah siswa mendapat lembar kerja, peneliti menjelaskan apa yang harus dilakukan oleh siswa. Pada lembar kerja terdapat beberapa *task* antara lain pertanyaan berdasarkan sebuah teks, *true/false statements*, dan *guessing meaning*. Untuk mengerjakannya tentu saja siswa menggunakan diagram untuk membantu mereka memahami teks. Peneliti memberikan waktu 20 menit kepada siswa untuk mengerjakan tugas tersebut. Siswa mengerjakan secara individu. Peneliti sesekali berkeliling mengecek kerjaan siswa. Beberapa siswa bertanya pada bagian T/F *task* karena merasa belum terlalu mengerti cara mengerjakannya. Peneliti menjelaskan kembali tentang hal itu kepada siswa yang bertanya.

Setelah semua siswa selesai, peneliti mengajak siswa untuk membahas kerjaan mereka bersama-sama. Peneliti meminta siswa untuk bergantian dalam memberikan jawaban pada tiap nomor. Kegiatan terakhir adalah review. Peneliti mengajak siswa untuk mengingat materi tentang *narrative text*, *simple past tense*, dan juga *guessing meaning*. Peneliti juga mereview materi pembelajaran dari siklus pertama sampai akhir dalam penerapan *structure strategy*.

Peneliti lalu menyampaikan bahwa hari ini adalah hari terakhir dirinya mengajar kelas VIII B dan mengingatkan siswa untuk belajar di rumah karena besok mereka akan melakukan test terakhir. Peneliti lalu menutup pelajaran dengan salam dan meninggalkan kelas bersama Guru Bahasa Inggris.

Setelah keluar kelas, peneliti dan Guru bahasa Inggris menuju ruang tamu. Peneliti menunjukkan soal post-test yang akan digunakan besok kepada guru bahasa Inggris. Guru Bahasa Inggris lalu melihat dan mengecek soal-soal tersebut barangkali terdapat kesalahan. Setelah selesai mengecek, guru mengembalikan kepada peneliti dan berkata bahwa itu sudah cukup bagus. Guru Bahasa Inggris juga menyampaikan bahwa besok tidak dapat mendampingi karena ada diklat dikabupaten. Setelah itu peneliti berpamit untuk pulang.

FIELD NOTE 12

Kamis, 18 Februari 2016

SMP N 1 Karangnongko

Tujuan peneliti datang kesekolah kali ini untuk melakukan post test kepada siswa kelas VIII B sebagai subyek dari penelitian. Test ini merupakan salah satu pengambilan data untuk melengkapi instrument penelitian. Hasil dari test ini nantinya akan menentukan keberhasilan dari pemakaian strategi untuk mengajar *reading*.

Peneliti masuk kelas jam 10.50 dengan membawa sebuah map yang berisi soal. Peneliti lalu membuka salam dan menyapa siswa seperti biasa. Sebelum membagikan soal, peneliti mengecek daftar hadir siswa terlebih dahulu. Ada satu siswa yang sedang sakit jadi tidak bisa hadir yaitu Bagus Arifin. Setelah itu peneliti mengingatkan siswa bahwa hari ini mereka akan melakukan test terakhir. Peneliti meminta siswa untuk memasukkan semua buku kedalam tas. Setelah itu, peneliti membagikan soal kepada siswa. Selama membagikan soal, tiba-tiba ada pengumuman bahwa ada salah satu orangtua siswa yang meninggal. Hal ini membuat pengurus osis wajib berkumpul untuk meakukan penggalangan dana. Afra lalu meminta izin kepada peneliti untuk meninggalkan kelas karena dia adalah pengurus osis. Karena hal itu, ada 2 anak yang tidak bisa mengikuti test pada hari ini.

Setelah semua siswa mendapat lembar soal, peneliti melarang mereka untuk membukanya dulu. Peneliti akan menjelaskan cara pengerjaan dan batas waktu yang diberikan. Siswa mempunyai waktu 50 menit untuk menyelesaikan tugas tersebut. Tugas ini harus dikerjakan secara individu dan tidak diperkenankan membuka kamus. Lalu peneliti menyuruh siswa untuk mulai mengerjakan. Para siswa mengerjakan soal dengan khidmat. Peneliti mengawasi siswa dari meja depan saja, hal ini dilakukan untuk menghindari ketidakleluasaan siswa dalam mengerjakan soal.

Setelah 45 menit berlalu, peneliti mempersilahkan siswa yang sudah selesai untuk mengumpulkan lembar soal kedepan. Masih belum ada siswa yang bergerak kedepan. Lalu peneliti menginfokan bahwa waktu mengerjakan akan habis dalam 5 menit kedepan. Semua siswa segera menyelesaikan pekerjaan mereka.

Setelah semua siswa selesai dan mengumpulkan lembar soal mereka, peneliti lalu menyampaikan beberapa patah kata kepada siswa. Peneliti mngucapkan banyak terimakasih atas bantuan siswa kelas VIII B dalam pelaksanaan penelitian ini. Setelah itu peneliti menutup kelas setelah bel berbunyi dengan salam dan meninggalkan kelas.

Peneliti lalu menuju ruang TU untuk meminta surat keterangan penelitian dari sekolah. Tapi petugas TU mengatakan bahwa computer sedang bermasalah jadi surat belum bisa dibuatkan untuk saat ini. Setelah itu peneliti meninggalkan nomor

handphone agar ketika surat sudah jadi, petugas TU dapat memberitahu peneliti via sms atau telfon. Peneliti lalu berpamit kepada petugas TU dan kepala sekolah.

FIELD NOTE 13

Rabu, 24 Februari 2016

SMP N 1 Karangnongko

Peneliti datang kesekolah kali ini untuk mengambil surat keterangan penelitian dan melakukan interview dengan siswa dan setelah implementasi. Peneliti sampai disekolah pagi sekitar jam 8. Peneliti langsung menuju ruang TU dan bertemu dengan Bu Anik selaku petugas TU untuk meminta surat yang sudah dibuatkan. Bu Anik langsung menyerahkan surat tersebut kepada peneliti. Setelah mengucapkan terimakasih kepada Bu Anik, peneliti menuju ruang guru untuk bertemu dengan guru Bahasa Inggris. Kebetulan saat itu peneliti sudah membuat janji dengan guru akan bertemu jam berapa jadi guru bahasa inggris langsung bisa ditemui. Guru menyambut peneliti dengan hangat dan menanyakan kabar peneliti. Peneliti menjawab dengan ramah. Guru lalu mengajak peneliti untuk melakukan interview di ruang tamu saja agar lebih leluasa karena kondisi ruang guru saat itu sedang agak rame. Peneliti menurut saja.

Setelah selesai interview, guru berpamit untuk mengajar karena jam ke 3 sudah dimulai. Peneliti menunggu di ruang tamu sampai bel istirahat berbunyi. Ketika istirahat, peneliti menuju kelas VIII B untuk melakukan interview dengan beberapa siswa. Peneliti lalu bertemu dengan Arfan dan Tata di depan kelas. Setelah melakukan interview dengan siswa, peneliti menemui guru bahasa inggris di ruang guru untuk berpamit pulang.

APPENDIX 5

Interview Guidelines and Interview Transcripts

Interview Guideline
(Before the Implementation)

For the teacher

Date:

1. Bagaimana pembelajaran reading di dalam kelas?
2. Apa saja kendala yang dihadapi saat pembelajaran reading?
3. Bagaimana kemampuan reading kelas VIII?
4. Usaha apa yang telah dilakukan?
5. Apakah usaha tersebut sudah dapat mengatasi masalah yang ada?

For the students

Date:

1. Apakah kamu menyukai pelajaran Bahasa Inggris?
2. Apa kamu suka membaca teks Bahasa Inggris?
3. Apa yang membuatmu kesulitan memahami tulisan Bahasa Inggris?
4. Bagaimana kamu menangani masalah tersebut?
5. Apakah kalian sudah menerapkan strategi dalam membaca?
6. Bagaimana pembelajaran membaca yang menurut kalian dapat membantu pemahaman?

INTERVIEW TRANSCRIPT
(Before the implementation)

Interview Transcript 1 (Jumat, 28 Agustus 2015)

SMP N 1 Karangnongko (Ruang tamu sekolah)

R : Researcher

T : English Teacher of Class VIII B

R: Assalamualaikum ibu.

T: Walaikum salam Mbak. Dengan Mbak siapa ini?

R: Perkenalkan bu, saya Eva Mahasiswa dari UNY jurusan Bahasa Inggris. Kedatangan saya kesini ingin melakukan observasi dan penelitian disekolah ini untuk beberapa waktu kedepan.

T: oh begitu. Ya monggo mbak. Rencana ingin ngambil kelas berapa Mbak?

R: Saya ingin ngambil yang kelas VIII bu, masalah kelas VIII apa saya ikut ibu aja. Oiya ini dengan ibu siapa nggih?

T: oh tadi saya belum nyebutkan nama saya yaa. Hahaha. Saya biasa dipanggil Bu Tasif Mbak. Untuk masalah kelas, gimana kalo kelas VIII B saja. Kebetulan saya mengampu hanya kelas VIII A dan B sama kelas IX.

R: Oiya tidak apa apa bu. Terimakasih ya bu. Saya mohon bantuannya dalam melakukan projek ini.

T: sama sama mbak. Saya malah senang diberi kesempatan untuk membantu Mbak Eva. Soalnya kan disini tidak pernah ada mahasiswa PPL terus kalau ada yang penelitian itu mapel Matematika seringnya. Kalau Bahasa Inggris baru kali ini Mbak. Jadi saya bisa bantu apa ini Mbak?

R: Untuk kali ini saya ingin melakukan interview dengan ibu, apakah ibu ada waktu?

T: Oh iya silahkan Mbak. Kebetulan sekarang saya sedang tidak ada jam ngajar.

R: Baik bu. Langsung saja untuk pertanyaan pertama bagaimana pembelajaran reading didalam kelas ibu?

T: Ngambil skill reading ya Mbak? Untuk reading, terutama Reading text ya Mbak, anak2 itu susah sekali. Kalau diminta untuk membaca text sudah pasti mengeluh dulu. Ini lho Mbak, vocab mereka kan sedikit jadi mereka tidak semangat kalau disuruh membaca text.

R: Begitu ya bu. Lalu selain semangat mereka yang rendah, kendala apalagi yang sering ibu rasakan?

T: Ini Mbak, mereka itu kan kalau disuruh membaca sekali saja belum mengerti,

mereka juga jarang membawa kamus, jadi saya harus menceritakan kembali agar mereka mengerti. Itu menghabiskan waktu Mbak.

R: Menceritakan kembali dengan bahasa Indonesia atau Inggris Bu?

T: Bilingual Mbak. Tapi lebih sering memakai bahasa Indonesia. Ya intinya saya lebih sering mentranslate kata untuk mereka gitu kalau lagi mengajar.

R: Walaupun kegiatannya tidak reading text, tetap sering mentranslate Bu?

T: Iya mbak.

R: Apakah setelah ibu menceritakan kembali semua siswa sudah mengerti isi teks tersebut bu?

T: Kebanyakan jadi mengerti kalau mereka mengikuti pelajaran dengan tertib. Tapi ada juga yang tidak Mbak. Ya biasa siswa Mbak, konsentrasinya masih mudah pecah.

R: Lalu, terkait dengan rendahnya semangat mereka dalam membaca teks bu, apakah ada hal lain yang mempengaruhi semangat mereka selain dari vocab saja?

T: Mungkin kalau diberi teks yang agak panjang Mbak. Mereka langsung mengeluh. Teks yang lebih dari 2 paragraf lah.

R: Oh gitu. Mungkin mereka berfikir semakin panjang teks maka semakin banyak pula kata yang susah ya bu.

T: Iya Mbak. Keadaan disini kan didesa ya Mbak, jadi pasti semangat belajar mereka tidak seperti anak kota Mbak.

R: Kalau masalah yang diberi teks langsung mengeluh, apakah semua siswa seperti itu Bu?

T: Tidak Mbak. Kalau dikelas VIII B ini ada satu anak yang memang dia lebih unggul dari yang lain. Dia disuruh baca sekali biasanya langsung mengerti, tergantung sama teksnya juga. Kalau yang lain harus ditranslate dulu baru mengerti.

R: Nah, berkaitan dengan kendala-kendala yang ibu jelaskan tadi, usaha apa yang telah ibu lakukan?

T: Usaha apa ya mbak. Banyak bersabar aja sepertinya hahaha.

R: Sabar menghadapi murid-murid ya bu hahaha.

T: Iya mbak. Mereka kan masalahnya di vocab ya mbak, saya pernah sering memberikan tugas mentranslate beberapa kata gitu. Terus kalau mereka sudah tidak semangat mengikuti pelajaran, paling saya berikan ice breaking biar mereka semangat lagi.

R: Ice breaking seperti apa yang biasa ibu berikan?

T: ya paling games-games sederhana gitu mbak.

R: Dan, apakah usaha tersebut dapat mengatasi masalah yang ada Bu?
 T: Tentu saja belum Mbak. Tapi kalau yang ice breaking dapat sedikit mengatasi kejenuhan siswa.
 R: Begitu ya. Baik bu terimakasih atas waktunya untuk interview.
 T: Iya Mbak sama-sama. Sampai jumpa hari Selasa nggih.

Interview Transcript 2 (Jumat, 28 Agustus 2015)

SMP N 1 Karangnongko (Depan Kelas VIII B)

R : Researcher

S1 : Sholihah Wulandari

S2 : Berliana Tata

R : Hai. Kalian anak kelas VIII B bukan?
 S1 : Iya Mbak. Kenapa?
 R : Sambil nunggu giliran sholat, boleh ngobrol bentar?
 S1 : boleh Mbak, tapi sama temen saya juga ya.
 R : Iya boleh. Kelas VIII B juga kan?
 S2 : Iya Mbak.
 R : Sebelumnya, kenalin ya, aku Miss Eva. Rencananya besok-besok ini mau penelitian untuk skripsi di kelas kalian. Oiya, kalian namanya siapa?
 S1 : Saya Sholihah dan ini Tata Mbak.
 R : Kalian berdua suka sama pelajaran Bahasa Inggris nggak?
 S2 : Lumayan suka kalau saya Mbak.
 R : Kok cuma lumayan sih, kenapa? Kalau Sholihah gimana?
 S1 : Saya nggak terlalu suka Mbak soalnya banyak kata-katanya yang susah.
 S2 : Iya Mbak. Banyak kata-kata yang nggak ngerti artinya.
 R : Kalau baca teks bahasa inggris suka nggak?
 S1&S2: enggak hehehe
 R : Kenapa? Apa yang bikin gak suka baca teks bahasa Inggris?
 S1 : Sebenarnya tergantung sih, kalau teksnya mudah dimengerti saya suka. Tapi biasanya banyak kata yang gak ngerti jadi saya agak males kalau disuruh baca hehe
 R : Terus biasanya kalau ada kata yang tidak dimengerti apa yang kalian lakukan?
 S2 : Buka kamus Mbak. Tapi kadang ada yg gak ada dikamus.
 R : Kalau dikamus gak ada gimana?
 S2 : Kadang tanya bu guru apa tanya temen hehe

S2 : Kadang tanya bu guru apa tanya temen hehe
 R : Pernah pakai strategi tertentu nggak dalam membaca? Biar lebih enak memahami teksnya gitu.
 S1 : Nggak pernah. Emang ada strateginya Mbak?
 R : Tentu saja ada. Yaudah makasih ya atas waktunya.
 S1&S2: Sama-sama Mbak.

Interview Transcript 3 (Jumat, 28 Agustus 2015)

SMP N 1 Karangnongko (Depan Kelas VIII B)

R : Researcher

S : Afra Zaidatul

R: Hai dek. Kakinya kenapa?

S: Abis jatuh Mbak hehe

R: Lain kali hati-hati ya.

S: Iya Mbak.

R: Oiya, kenalin aku Miss Eva. Kamu siapa?

S: Afra Mbak. Mau ngajar disini ya Mbak?

R: Iya Insya Allah besok mau penelitian dikelas kamu. Kamu kelas VIII B kan?

S: Iya Mbak aku kelas VIII B. oh cuma penelitian aja Mbak. Saya kira mau jadi guru disini hehe

R: Enggak. Eh kalau aku mau nanya-nanya boleh nggak Afra?

S: Boleh Mbak. Nanya tentang apa?

R: Tenang, nggak susah kok. Nanya tentang pelajaran Bahasa Inggris. Afra suka nggak sih sama pelajaran Bahasa Inggris?

S: emm..lumayan Mbak. Walaupun nilai Bahasa Inggris saya jelek hehehe

R: Kok bisa jelek? Apa yang bikin kamu kesulitan di mapel ini?

S: Gak ngerti bahasanya Mbak. Susah banget menurut saya.

R: Kalau disuruh baca teks bahasa Inggris suka nggak?

S: kayaknya itu yang paling saya nggak suka mbak hehe

R: Kenapa? Jangan-jangan emang kamu gak suka baca ya hehehe

S: Enggak ya Mbak. Cuma kalau bahasa Inggris itu pasti saya gak tahu maksudnya apa. Kan biasanya dibawah teks itu ada pertanyaannya gitu, saya kesulitan nyari jawabannya pasti.

R: terus kalau ada tugas kayak gitu gimana?

S: ya kalau ada tugas saya tetep kerjakan mbak. Walaupun agak asal-asalan hehe
 R: ada usaha buat memahami teksnya gak? Biasanya apa yg dilakukan?
 S: Iya mbak. Biasanya buka kamus gitu buat nyari arti kata-kata yang saya nggak ngerti.
 R: Terus kalau ujian gitu kan biasanya gak boleh bawa kamus, gimana?
 S: Saya menebak-nebak aja jawabannya yang mana Mbak hehe
 R: Nah itu yang bikin nilainya jelek, kamu njawabnya nebak-nebak aja. Gak pasti.
 S: hahaha ya gimana Mbak. Siapa tau saya lagi bejo terus jawabannya bener kan? Hahaha
 R: Oiya, kamu pernah pakai strategi buat mengerti teks gitu nggak sih?
 S: enggak mbak. Saya kalau baca ya baca aja dari awal sampai akhir biasanya. Tapi biasanya udah males duluan, apalagi kalau udah ketemu kata-kata yang aneh gitu. Udah gatau cara bacanya gimana, gatau artinya juga. Hehe
 R: oh gitu. Yaudah makasih ya atas waktunya. Saya mau interview temenmu yang lain.
 S: Iya sama sama mbak. Itu lho Mbak masuk aja ke kelas banyak temen-temen kok.
 R: Oke.

Interview Transcript 4 (Jumat, 28 Agustus 2015)

SMP N 1 Karangnongko (Didalam Kelas VIII B)

R : Researcher

S : Arfan Yuliyanto

R: Hai dek. Lagi sibuk gak?
 S: hehehe enggak mbak. Ada apa ya?
 R: Aku Miss Eva. Insya Allah besok bakal observasi dan penelitian disini. Kamu siapa namanya?
 S: Arfan mbak.
 R: Kamu udah sholat tadi? Kalau missal aku pengen nanya-nanya boleh?
 S: Udah mbak. Iya boleh. Nanya tentang apa?
 R: Tentang mapel Bahasa Inggris dek. Kamu suka nggak sih sama mapel ini?
 S: Enggak mbak.
 R: ha kenapa?
 S: eh suka ding mbak tapi dikit.
 R: Apa yang bikin kamu kurang suka sama mapel Bahasa Inggris?

S: Susah mbak hehehe.
 R: Apa yang menurutmu susah dek?
 S: Apa ya? Banyak kata yg saya nggak ngerti artinya mbak.
 R: oh itu. Tapi kan Bahasa Inggris pelajaran wajib dek. Jadi harus tetep belajar yaa. Belajar buat menyukai. Kalau disuruh untuk baca teks bahasa inggris kamu gimana?
 S: Iya mbak hehehe. Sebenarnya saya lumayan suka baca mbak, tp kalau teksnya bahasa inggris saya agak gak suka.
 R: Banyak kata yang nggak ngerti ya?
 S: Iya.
 R: Terus kalau missal disuruh ngerjain soal berdasarkan teks gitu pas pelajaran bahasa inggris, kamu ngerjainnya gimana?
 S: Paling ditebak-tebak aja mbak.
 R: teksnya dibaca dulu gak?
 S: Iya dibaca walaupun banyak kata yg gak ngerti.
 R: Kalau nemu kata yg gak ngerti, apa yg kamu lakukan?
 S: Pinjam kamus mbak. Kadang tanya temen juga.
 R: Kamu jarang bawa kamus ya? Kalau pas lagi ujian kan gak boleh bawa kamus, apalagi tanya temen, kamu ngerjainnya gimana?
 S: Iya mbak hehehe. Ya berusaha sendiri mbak.
 R: dengan berusaha sendiri pas ujian, nilaimu gimana dek?
 S: hehehe ya gitu mbak. Pasti ikut ngulang saya.
 R: hahaha yaudah makasih ya Arfan. Sampe ketemu lagi besok.
 S: sama sama mbak.

Interview Transcript 5 (Selasa, 1 September 2015)

SMP N 1 Karangnongko (Didepan Kelas VIII B)

R : Researcher

S : Eka Septiana

R: Eka kan? Lagi nunggu giliran sholat ya?
 S: Iya Miss. Ada apa?
 R: Kalau Miss Eva mau nanya-nanya sama kamu boleh?
 S: Nanya soal apa ini Miss?
 R: Soal pelajaran bahasa inggris aja kok, gak aneh-aneh hehe

S: oh iya boleh Miss.
 R: Kamu suka gak sih sama pelajaran ini?
 S: Bahasa Inggris ya. Emmmm..agak suka sih kadang-kadang. Tergantung materinya hehehe
 R: Materi apa yg biasanya kamu suka?
 S: Yang ada dialognya miss.
 R: Kalau disuruh baca teks suka nggak?
 S: kalau itu gak terlalu suka hehehe
 R: Kenapa? Kan sama-sama baca kan?
 S: Tapi kalau teks itu lebih banyak kata yg gak ngerti Miss. Kalau dialog kan biasanya kata-katanya lebih mudah. Dan gak panjang-panjang.
 R: Jadi gaksuka baca teks yg panjang? Padahal lebih panjang lebih banyak juga info yg bisa didapat lhoo.
 S: Iya sih. Tapi kalau banyak kata yg gak ngerti kan sama aja miss.
 R: Kalau lagi baca dialog gitu, suka ada kata yg gak ngerti gak?
 S: Biasanya ada.
 R: Terus gimana kalau nemu kata yg gak ngerti?
 S: Ditebak dulu biasanya, kalau susah liat dikamus hehehe
 R: Cara nebaknya gimana biasanya?
 S: Ini miss, diliat kalimat sebelumnya. Jadi saya biasanya mengira-ngira gitu hehehe
 R: Pernah mempraktekkan itu pas baca teks gak?
 S: Jarang miss. Soalnya susah. Kalau teks kata2nya banyak bgt dan panjang2.
 R: oh gitu. Jadi kalau lagi baca teks gak pernah pake strategi ya?
 S: enggak miss. Besok Miss Eva ngajarnya suruh baca text ya pasti?
 R: hehehe ya kurang lebih gitu. Kenapa?
 S: Gak papa sih. Mending yg lain aja Miss. Biar tambah seru hehehe
 R: Kalau yg lain kalian udah mahir. Jadi belajar yg belum mahir biar jadi mahir hehe
 S: Iya juga ya. Miss aku sholat dulu yaa itu udah diajak Intan.
 R: Oke. Makasih ya Eka.

Interview Transcript 6 (Selasa, 1 September 2015)

SMP N 1 Karangnongko (Didepan Kelas VIII B)

R : Researcher

S : Fitri Nurrohmah

R: Dek, kamu udah sholat belum?

S: Sudah Miss.

R: Boleh minta waktunya sebentar?

S: Boleh Miss. Kenapa ya?

R: Pengen ngobrol aja kok sambil nunggu bel masuk. Kamu namanya siapa?

S: Oh. Aku Fitri Miss.

R: Fitri, kamu kalau lagi pelajaran Bahasa Inggris suka gak sih?

S: Gak terlalu suka hehehe

R: Lho kenapa? Apanya yg bikin gak terlalu suka?

S: Susah aja miss. Kan harus ntranslate. Saya kesusahan kalau disuruh ntranslate

R: Kata siapa bahasa Inggris harus ntranslate?

S: Kalau gak di translate ya gak mudeng artinya dong Miss.

R: Ya iya. Tapi kan gak harus selalu. Kalau baca teks bahasa inggris gimana?

S: Kalau baca aja gapapa Miss. Kalau setelah baca suruh jawab pertanyaan saya gak suka hehe

R: Kalau disuruh baca aja suka?

S: Ya biasa aja Miss. Kan baca aja, gak harus ngerti maksudnya hehehe

R: Lha terus esensinya baca apa kalau gak ngerti artinya dek?

S: hehehe soalnya banyak kata yg gak ngerti miss. Kalau buka kamus terus kan capek.

R: Kan bisa tanya temen atau bu guru dek.

S: hehehe temennya juga gakta miss. Kadang gak berani kalau mau nanya bu guru.

R: hahaha besok kalau di ajar Miss Eva harus berani nanya ya?

S: emmm iya miss hehe.

R: Yaudah Fitri makasih yaa. Udah bel ini. Sampe ketemu dikelas yaa.

Interview Guideline
(After cycle 1)

For the teacher

Date:

1. Menurut Ibu, bagaimana perkembangan siswa setelah cycle 1?
2. Menurut Ibu, apa yang kurang dari penelitian yang sudah berjalan selama ini?
3. Apakah ada saran lebih lanjut agar dapat memperbaiki jalannya proses KBM di siklus selanjutnya?

For the students

Date:

1. Bagaimana pembelajaran Bahasa Inggris dengan strategi yang sudah diterapkan?
2. Bagaimana dengan diagram yang kemaren dipakai?
3. Untuk kedepan ingin pembelajaran yang seperti apa?

INTERVIEW TRANSCRIPT
(After cycle 1)

Interview Transcript 7 (Rabu, 3 Februari 2016)

SMP N 1 Karangnongko (Diruang Guru)

R : Researcher

T : Teacher of Class VIII B

R: Permissi Ibu, sedang sibuk nggih?

T: Oh halo mbak. Tidak. Lagi kosong kebetulan. Gimana?

R: Mau minta waktunya sebentar buat interview boleh Bu?

T: Tentu saja boleh Mbak.

R: Tadi pagi abis ngajar kelas VIII B nggih bu?

T: Iya Mbak tadi jam ke 3 saya di kelas VIII B.

R: Apakah ada perubahan setelah siklus pertama dilakukan Bu?

T: Ada mbak walaupun gak signifikan ya. Menurut saya, anak-anak sekarang jadi lebih semangat mengikuti pelajaran bahasa inggris. Kalau disuruh baca juga gak banyak mengeluh seperti sebelumnya mbak.

R: Alhamdulillah. Selain itu ada lagi apa gak Bu?

T: Beberapa dari mereka juga mulai mempraktikan strategi menebak arti kata yg Mbak Eva ajarkan kmren.

R: Terus menurut Ibu, setelah siklus pertama apa yg kurang dari penelitian ini? Mungkin dari cara mengajar saya?

T: Kalau saya lihat, kadang Mbak Eva terlalu kecepetan mengajarnya. Saya kasian sama anak-anak yg masih lambat mbak. Padahal mereka yg harusnya dapet perhatian lebih.

R: oh gitu hehehe iya terimakasih Bu. Apakah ada saran untuk siklus berikutnya Bu? Agar dapat memperbaiki proses belajar.

T: Kalau yg lebih detail mungkin nanti bisa ditanyakan ke anak-anak ya Mbak. Saya menyoroti yg kegiatan *group discussion* kemaren Mbak. Menurut saya yg kemaren tidak efektif karena dari tiap kelompok paling 1 – 2 anak saja yg mengerjakan tugasnya Mbak. Alangkah lebih baik kalo kegiatannya dibuat biar semua anak dalam kelompok itu bekerja semua gitu.

R: Baik bu. Apakah ada lagi bu?

T: Kalau menurut saya, yang bagian mengisi diagram itu besok diajarin lewat papan tulis aja mbak soalnya saya liat ada beberapa anak masih belum bisa mengisi. Biar lebih jelas aja. Sama satu lagi mbak, manajemen kelasnya lebih

ditingkatkan ya Mbak.

R: Oh iya bu terimakasih sekali atas saran yg diberikan. Terimakasih atas waktunya ya Bu.

T: Sama sama Mbak.

Interview Transcript 8 (Rabu, 3 Februari 2016)

SMP N 1 Karangnongko (Didepan kelas VIII B)

R : Researcher

S : Leonardus Septian

R: Leo, boleh minta waktunya sebentar gak?

S: Boleh Miss. Ada apa?

R: Sini duduk sini. Miss Eva pengen nanya-nanya sama kamu?

S: Ok. Nanya tentang pelajaran Bahasa Inggris ya?

R: Iya. Kemaren kan belajar Bahasa Inggrisnya sama Miss Eva, Kesannya gimana?

S: Seru Miss. Jadi ada sesuatu yg baru hehehe

R: Serunya tapi mudeng gak?

S: Kadang mudeng kadang enggak hehehe

R: menurut kamu, gimana dengan strategi yg dipake buat belajar kemaren?

S: Yang pake diagram itu saya suka Miss. Jadi lebih mudah mengerti teksnya. Walaupun masih belum bisa lengkap ngisi diagramnya hehe

R: Jadi lebih mudeng pake diagram ya daripada dibaca aja?

S: Iya Miss. Jadi asyik juga belajarnya.

R: Terus kalau masalah teksnya gimana? Kepanjangan gak?

S: Sebenarnya iya miss. Jadi butuh waktu lebih lama buat bacanya. Tapi ya gak papa sih.

R: Terus tadi kan Leo bilang, kadang mudeng kadang enggak ya. Yg gak mudeng dibagian mana sih?

S: bagian mana yaa. Emmm..bagian menebak arti saya masih kesusahan Miss.

R: Kalau kedepan pengennya belajarnya seperti apa? Ada saran buat Miss Eva gak?

S: Besok dijelaskan lagi yg langkah2 menebak arti itu Miss sama kalo bisa kelompoknya besok dicampur cowok cewek biar adil.

R: Okesiap. Ada lagi gak dek?

S: Itu aja Miss.

R: Okedeh makasih ya.

Interview Transcript 9 (Rabu, 3 Februari 2016)

SMP N 1 Karangnongko (Didalam kelas VIII B)

R : Researcher

S : Lusiana Pramesti

R: Sendirian aja Lusi?

S: Eh Miss Eva. Iya Miss.

R: Miss Eva boleh ganggu dong? Pngen ngobrol aja sama Lusi hehehe

S: Boleh Miss. Ngobrol masalah apa e?

R: Kemaren kan udah ngerasain belajar sama Miss eva, kesan pesannya gimana?

S: Kalo Lusi sih seneng Miss.

R: Tapi mudeng gak belajar pake strategi kayak kemaren?

S: Yang pake diagram itu ya Miss?

R: Iya.

S: Iya aku jadi lebih gampang mahami teksnya. Kan itu dipecah-pecah dulu jadi lebih mudah hhe

R: Kalau yang belajar buat nebak arti kata itu?

S: Kalau yg nebak arti itu masih belum bisa bgt Miss.

R: Oh gitu. Yg sulit dibagian mana?

S: Ya step-stepnya itu susah Miss. Soalnya yang gak ngerti artinya banyak jadi agak susah buat nebaknya.

R: Kalo menurut Lusi, kedepan belajarnya seperti apa yg enak?

S: Miss Eva harusnya lebih tegas. Kemaren itu si Arifin rame bgt jadi ganggu temen-temen yg lain.

R: Oke deh. Kalo kegiatan belajarnya ada masukan gak?

S: Kalo diagramnya kita bikin sendiri boleh gak sih miss? Jadi ga pake yg dilembar kerja itu

R: tentu saja boleh. Besok mau gitu belajarnya?

S: Iya dong Miss.

R: Oke makasih ya Lusi. Udah bell nih.

Interview Guideline
(After the implementation)

For the teacher

Date:

1. Bagaimana dengan penelitian yang telah saya lakukan kemaren? Kira-kira apa kekurangan dan kelebihanannya?
2. Apakah ada kekurangan atau kelebihan dengan strategi yang diterapkan dikelas?
3. Apakah ada saran untuk memperbaiki penerapan structure strategi dikelas?

For the students

Date:

1. Bagaimana belajar reading memakai structure strategy?
2. Apakah stretegi tersebut membantu dalam pemahaman?
3. Menurut kalian, apakah structure strategy dapat dipakai terus selanjutnya?

INTERVIEW TRANSCRIPT
(After cycle 2)

Interview Transcript 10 (Rabu, 24 Februari 2016)

SMP N 1 Karangnongko (Diruang tamu)

R : Researcher

T : English Teacher of Class VIII B

R: Assalamualaikum Bu, saya mau interview lagi dengan Ibu.

T: Walaikum salam Mbak. Iya monggo silahkan.

R: menurut Ibu, bagaimana dengan penelitian yang telah saya lakukan kemaren? Kira-kira apa kekurangan dan kelebihan nya?

T: Kalau menurut saya sudah cukup baik mbak. Hanya kadang-kadang Mbak Eva seperti lepas control ngajarnya terlalu cepat. Tapi sudah baik kemaren waktu disiklus dua tidak parah seperti siklus pertama. Saya juga terimakasih karena sudah dibantu membimbing anak-anak Mbak. Anak-anak jadi punya pengalaman baru diajar oleh guru yg lebih muda.

R: Iya bu sama sama. Terimakasih juga atas bimbimngan ibu selama saya melakukan penelitian. Oiya bu, apakah ada kekurangan atau kelebihan dengan strategi yang saya terapkan kemaren?

T: Jujur saya suka dengan structure strategy ini mbak, terutama diagramnya. Jadi siswa tahu apa sih yang perlu diketahui dalam teks ini. Mungkin kalau tidak menggunakan diagram, siswa *careless* dengan karakter dan komponen2 yg mbak ajarkan kemaren.

R: Jadi diagramnya sangat membantu siswa ya Bu?

T: Iya mbak. Karena biasanya hanya menjawab pertanyaan saja kalau habis baca teks, dengan adanya diagram ini siswa jadi punya kegiatan yg lebih *fun* juga. Walaupun ini membutuhkan waktu yg lebih panjang ya Mbak.

R: Apakah structure strategy ini bisa digunakan untuk kedepan bu?

T: Tentu bisa mbak. Saya rasa siswa jadi lebih aktif dengan strategy ini.

R: Lalu, apakah ada saran untuk memperbaiki penerapan strategi dikelas Bu?

T: Mungkin lebih banyak dijelaskan saja mbak sama menggunakan teks yang strukturnya tidak membingungkan.

R: Baik Bu terimakasih sekali atas waktunya.

T: Sama-sama Mbak.

Interview Transcript 11 (Rabu, 24 Februari 2016)

SMP N 1 Karangnongko (Diruang tamu)

R : Researcher

S : Arfan Yuliyanto

R: Arfan, boleh minta waktunya sebentar?

S: Eh Miss Eva. Ada apa?

R: Miss Eva pengen nanya-nanya ke kamu boleh?

S: Kayak yang waktu dulu itu ya Miss?

R: Iya. Kemaren kan udah belajar pake structure strategy, gimana menurut kamu?

S: Enak Miss. Saya suka yg pakai diagram-diagram itu.

R: Jadi lebih mudah mengerti teksnya?

S: Iya miss. Apalagi yang kegiatan kelompok kemaren, seru bgt. Belajarnya jadi beda kayak biasanya. Besok lagi dong Miss.

R: oh yg bikin diagram sendiri itu. Hahaha kalo guessing meaningnya udah bisa belum?

S: Udah ngerti step-stepnya Miss. Tapi kalo praktek gak selalu berhasil hehe

R: Menurut kamu strateginya bisa diterapkan lagi gak besok pas kamu belajar reading sama bu guru?

S: Ya bisa miss. Lebih gampang kalo pake ini.

R: Jadi Arfan bakal makai strategi ini lagi dong kalo reading text?

S: Iya miss.

R: yaudah makasih ya Arfan.

S: Sama-sama Miss.

Interview Transcript 12 (Rabu, 24 Februari 2016)

SMP N 1 Karangnongko (Diruang tamu)

R : Researcher

S : Berliana Tata

R: Dek boleh minta bantuanya?

S: Iya Miss apa?

R: Pengen nanya-nanya aja. Bolehkan?

S: boleh Miss.

R: Meburut Tata gimana kemaren belajar pake structure strategi?

S: Itu yg pake diagram ya Miss?

R: Iya. Masak udah lupa?

S: hehehe masih inget kok. Lebih mudah miss. Kalau teksnya dipecah gitu jadi lebih ringkas.

R: Menurut kamu strategi ini membantu pemahamanmu ga sih dek?

S: iya miss. Saya jadi paham kalau apa itu yang kayak setting, karakter itu bisa membantu ya heheh

R: Besok masih pakai strategi ini gak kalau ada kelas reading?

S: Iya dong Miss. Kan lebih gampang. Tapi kalau teksnya bukan narrative gimana miss?

R: Ya tetep bisa. Kan miss eva udah jelasin kemaren. Yang penting kamu tahu struktur dari teks itu.

S: Oh iya ding hehe

R: Yaudah makasih ya Tata.

APPENDIX 6

Observation Checklist

OBSERVATION CHECKLIST

Teaching and Learning Process		Meetings					
A. Pre-teaching		1	2	3	4	5	6
1.	The teacher greets the students.	√	√	√	√	√	√
2.	The students respond to the teacher.	√	√	√	√	√	√
3.	The teacher checks the student' attendance.	√	√	√	√	√	√
4.	The teacher presents picture of some narrative text and asks the students about anything related to the picture.	√			√		
5.	The teacher reminds the previous meeting's material.		√	√		√	√
6.	The teacher tells the students the teaching and learning goal.	√	√	√	√	√	√
Whilst Teaching							
1.	The students are ready to learn.	√	√	√	√	√	√
2.	The students read the text.	√	√	√	√	√	√
3.	The students do the comprehension question.	√	√	√	√	√	√
4.	The researcher gives the explanation.	√	√		√	√	
5.	The researcher gives a chance to the students to ask questions or give opinions.	√	√	√	√	√	√
6.	The researcher checks the students understanding.	√	√	√	√	√	√
7.	The researcher divides the students into some groups.		√			√	
8.	The researcher explains the instruction of the tasks.	√	√		√	√	
9.	The students discuss the task with their friends	√	√		√	√	
10.	The students practice guessing meaning on the context.	√	√	√	√	√	√
11.	The students become the volunteer at the class.	√		√	√		
B. Post-teaching							
1.	The researcher summarizes the materials given.	√	√	√	√	√	√
2.	The students and researcher make a reflection towards the teaching and learning process.			√			√
3.	The researcher gives feedback towards the students' performance.	√	√		√	√	

C. Structure Strategy							
1.	The students read the text thoroughly.		√	√	√	√	√
2.	The students transfer the information from the text to diagram structure strategy.	√	√	√	√	√	
3.	The students were actively involved in the group discussion		√		√	√	

APPENDIX 7

Pre-test and Post-test

Name : _____

PRE-TEST

Read the text carefully and choose one right answer for each question.

Text 1

Two men were travelling together, when a bear suddenly met them on their path. One of them quickly climbed up a tree and hid among the branches. The other felt that he would be attacked, fell flat on the ground. The bear came up and felt him with his snout, and smelt him all over. The man held his breath and pretended to be dead. When the bear had left him, the other traveler came down out of the tree. With a clever grin, he approached his friend “Just what was it that Bear whispered in your ear?” His companion replied “never travel with a friend who leaves you at the approach of danger”

Adapted from <http://www.taleswithmorals.com>

1. What is the theme of the story?
 - a. Friendship
 - b. Animal care
 - c. Don't be afraid of bear
 - d. Forest hunting
2. Where does the story probably happen?
 - a. at the lake
 - b. at the forest
 - c. at the beach
 - d. at the city
3. How many characters are mentioned in the story?
 - a. one
 - b. two
 - c. three
 - d. four
4. “When the bear had left him, the...” (line 5), what does “him” refer to?
 - a. The man who fell in the ground
 - b. The man who hid in the branch
 - c. The man who run to the forest
 - d. The man who hunt the bear
5. The word travel in this context has the similar meaning with this, except ...
 - a. Weekend
 - b. Voyage
 - c. Trip
 - d. Vacation

Text 2**Redfeathers, the Hen**

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

Adapted from 366 and More Fairy Tales, 1990

6. What did the fox do, after he caught sight of Redfeathers?
 - a. He ran over to her.
 - b. He ran home.
 - c. He boiled water.
 - d. He called her.
7. She fluttered on to the path in the woods, and lay there, “She” refers to
 - a. The hen
 - b. The duck
 - c. The dove
 - d. The swan
8. What did the fox think when he found the dove?
 - a. The fox thought that he had to run.
 - b. The fox thought that he had better go back.
 - c. The fox thought he had a first course.
 - d. The fox thought that he had to boil water.

9. What happened to the dove?
 - a. she flew up into tree.
 - b. she was cooked by the fox.
 - c. she was chased by the fox.
 - d. she was put into the sack.
10. What did Redfeathers do to trick the fox?
 - a. she slipped out of the sack.
 - b. she yelled for help.
 - c. she flew away to the tree.
 - d. she put a stone in her place.

Text 3

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they went thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

Adapted from English in Focus 2

11. Where did Little Mantu live?
 - a. a village
 - b. a city
 - c. a castle
 - d. a kingdom
12. Who was his best friend?
 - a. The big elephant
 - b. The snake
 - c. The elephant named Opie
 - d. The foolish elephant
13. What did Mantu whisper in Opie's ear?
 - a. Mantu would have a new elephant

- b. Mantu would become the biggest, strongest and bravest person.
 - c. Opie was just a baby and so small.
 - d. Opie would become the biggest, strongest and bravest elephant.
14. What made the huge elephant run away?
- a. The slithering snakes
 - b. The danger elephant
 - c. Mantu's word
 - d. Opie's smile
15. The word "foolish" in the last paragraph has the similar meaning with this, except ...
- a. Silly
 - b. Mature
 - c. Wise
 - d. Patient

Text 4

Once a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish could talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got very angry. He shouted at them, saying, "You behaved exactly like the daughters of a fish."

The girls did not understand what their father meant. They went home and asked their mother about it. When they told her what he had said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then, the earth began to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.

Adapted from Pengayaan UN Bahasa Inggris 2014-2015

16. What does the text tell us about?
 - a. The fisherman and her family
 - b. The legend of Danau Toba
 - c. A beautiful fish woman
 - d. The legend of Batakland
17. Why did the girls' mother get angry with Sahala?
 - a. He broke his promise.
 - b. He did not get the food.
 - c. She apologized for the daughters.
 - d. The girls did not understand him.
18. How many characters are mentioned in the story?
 - c. one
 - c. three
 - d. two
 - d. four
19. What is the main idea of last paragraph?
 - a. The earth began to erupt and tremble very hard.
 - b. What happened after Sahala broke his promise.
 - c. The volcanoes erupted as soon as the earth trembled.
 - d. The earth and the volcanoes made a hole for the people.
20. What is the moral value of telling the story?
 - a. Father has to care all his daughters.
 - b. Children must obey their mother.
 - c. It is not good to break our promise.
 - d. We have to be good with our wife.

Text 5

Long time ago, there was only the sun that brightened the earth. The sun shone brightly all the time. It did not set and there was no night. People worked until they were too tired to work anymore.

One day, the Creator of the universe came to visit. He saw men working in the field. He realized that the people had no sense of time because there was no days and night. He called the sun and asked it to set in the evening and rise again in the morning.

In the evening, the sun went down and it was dark. People did not understand what had happened or why it was dark. They were frightened and run all over the place. Some of them fell down. Some fell into ditches and hurt themselves. Nobody knew what to do. Finally their leader called out and asked people to take a rest.

People were happier. They did not work all the time. They had to stop when it got dark and they could see nothing. They got regular hours of rest and felt much better. However there was one problem. Since they could see nothing after sunset, they often fell down, banged against trees and knocked against people. They could not see where things were kept and therefore broke things easily. It became quite chaotic.

There the Creator visited them once again and saw the condition. Finally he created the moon. It rose in the sky and shone softly at night. As a result, people could see, but the light did not hurt their eyes or stop them from sleeping. They live a happier life with the sun in the day and moon at night.

Adapted from Soal UN Bahasa Inggris SMP 2014 Paket 1

21. What is the story about?
 - a. The rise and set of the sun
 - b. Why was the moon created
 - c. How people lived a long time
 - d. God's creation of the sun to help human.
22. What did the Creator see after he asked the sun to set in the evening?
 - a. The creator was proud of himself.
 - b. People were frightened and confused.
 - c. The leader asked the people to walk slowly.
 - d. People were very happy and lived peacefully.
23. What is the main idea of the last paragraph?
 - a. People couldn't do any activity at night.
 - b. The creator created the moon for human.
 - c. People were happy and sad about the sun.
 - d. The moon rose in the sky and shone brightly.
24. What did the Creator do on the second visit?
 - a. The creator created the moon for human.
 - b. The creator created the sun for the human.
 - c. The creator asked the moon to set in the evening.
 - d. The creator asked the sun to set in the evening.

25. What can we learn from the story
- Human is never satisfied.
 - Human need to work day and night.
 - A leader should fight for his people's right.
 - God knows what the best for human being.

Text 6

A star fairy once strayed onto the Earth. Attracted by the beautiful sight, she dashed into a tree, her wing torn and fell down, unconscious. A farmer found the divine creature and took great care of her. Inevitably the fairy and the farmer fell in love, so they got married and had a child.

Nevertheless every night the fairy looked at the stars and thought about her family and friends. One day she decided to pay them a visit, and took her son with her. When she reached the star kingdom, the king was furious at her for straying too far, and took away her wings from her. She couldn't go back to her husband and felt really miserable. She looked down the river near their house for hours. The farmer was too. He stood on its bank, waiting for his wife and child to return.

One day, the king saw the lovesick couple, and took pity on them. He made a bridge of seven gleaming colors so that the fairy could climb down and spend a few precious moments with the farmer. Today other humans call the bridge a rainbow.

Adapted from Soal UN Bahasa Inggris SMP 2014 Paket 8

26. What is the most suitable title for the text?
- A very loving couple
 - A miserable star fairy
 - The origin of rainbow
 - The King of star kingdom
27. Who did take a great care of the fairy?
- The king
 - The farmer
 - The family and friends
 - The child
28. Why did the king punish the fairy?
- She married to a human being.
 - She torn her precious wings.
 - She didn't come for a visit.
 - She has gone too long.

29. What is the main ide of paragraph 3?
- a. The fairy got sick from her love.
 - b. The King created a special bridge.
 - c. The fairy felt pity for her husband.
 - d. The farmer made a bridge for his wife
30. What can we learn from paragraph 1 and 2?
- a. Love can make you really miserable.
 - b. We should always take pity on lovers.
 - c. Every decision comes with a consequence.
 - d. A wise king always helps his people in need.

GOOD LUCK ☺

Name : _____

POST-TEST

Read the text carefully and choose one right answer for each question.

Text 1

A long time ago, in East Java there was a kingdom led by Prabu Merak. He had a handsome prince named Raden Banterang. Their kingdom had a battle with Klungkung kingdom.

One day, Banterang was hunting with his guards and he met a very beautiful woman. Although it was strange to find a beautiful woman in the jungle, he asked her, “who are you, lady?” the lady told him that she is the daughter of Klungkung King who ran away to the jungle to escape from the battle. She was very sad when her father died in the battle. Banterang was quite shocked in hearing this, because his father “Prabu Merak” was the one who killed the woman’s father.

Nonetheless, Banterang fell in love with her and took the woman to be his wife. Later the woman’s brother found out the marriage. He gave his sister a *keris* and asked her to kill Banterang.

Banterang found the *keris* on his bed. He thought that his wife would kill him. However it was the princess brother who put the *keris* on the bed. The princess and Banterang then had a quarrel. In her desperate attempt to prove her innocence, the princess jumped into a river.

Since then, the river is known as Banyuwangi. *Banyu* means water and *wangi* means fragrant. The river’s name reflects the princess honesty.

Adapted from Soal UN Bahasa Inggris SMP 2014 Paket 2

1. What does the text tell us about?
 - a. The legend of Banyuwangi
 - b. the battle between two kingdoms
 - c. Raden Banterang and Prabu Merak
 - d. The revenge from Klungkung kingdom
2. What was Raden Banterang’s biggest fault?
 - a. He did not trust her wife.
 - b. He never loves his wife.
 - c. He trusted his wife very much.
 - d. He fell in love with a wicked woman.
3. What is the main idea of the second paragraph?
 - a. Raden Banterang fell in love and married the princess.

- b. Two kingdoms were fighting against each other.
 - c. Prabu Merak killed the king of Klungkung.
 - d. Raden Banterang met a beautiful woman.
4. Who was put the *keris* on Banterang's bed?
- a. Prabu Merak
 - b. The princess
 - c. The princess brother
 - d. The guard
5. What can we learn from the story?
- a. We should trust our spouse.
 - b. Don't keep a secret too long.
 - c. Anger led to fatality.
 - d. Don't fall in love with your enemy.

Text 2

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of this soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Adapted from Scaffolding

6. How did the old grandfather's son and son's wife treat him?
- a. They treated him nicely.
 - b. They treated him very badly.
 - c. They treated him like a child.
 - d. They treated him very carefully.

7. How many characters are mentioned in the story?
 - a. 3 c. 5
 - b. 4 d. 6
8. How did the old grandfather feel about his son's and his son's wife's behavior toward him?
 - a. He felt very sad about it.
 - b. He felt satisfied about it.
 - c. He was really angry with them.
 - d. He was always complaining about it
9. What did the old grandfather's son and his son's wife do after they realized their mistake?
 - a. They scolded their son.
 - b. They let their son eat at the table.
 - c. They let their father eat at the table.
 - d. They did not say anything.
10. What does the word "they" in paragraph 5 sentence 2 refer to?
 - a. The man and the woman
 - b. The man and the grandson
 - c. The woman and the grandson
 - d. The man and the grandfather

Text 3

WHY DO HAWK HUNT CHICKS?

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together.

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised not to marry a rooster: So, when the rooster saw the ring, he became very angry. "Throw that ring a way at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed then hen, "why didn't you tell me earlier?" now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

Adapted from ...

11. How many characters are mentioned in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
12. Why did the hawk curse the hen?
 - a. The hen didn't tell him the truth.
 - b. The hen couldn't fly as high as the hawk.
 - c. The hawk didn't want to marry the hen.
 - d. The hawk couldn't catch the hen children.
13. Which statement is TRUE based on the story above?
 - b. The rooster gave the hen a ring.
 - c. The rooster saw the hen wearing the ring.
 - d. The rooster taught the hen flying in the sky.
 - e. The rooster saw the hen walking with the hawk.
14. "The hen loved the brave, the strong hawk ..." (paragraph 2)
What is antonym of the underline word?
 - b. Bold
 - c. Weak
 - d. Fear
 - e. Angry
15. What can we learn from the story above?
 - a. Never say the truth.
 - b. Do not ever lie to others.
 - c. Never be a loyal person.
 - d. It's not important being honest.

Text 4**The Legend of Sampaloe Lake**

A long time ago, there was an orchard which was owned by a rich couple and filled with the most delicious tamarind trees. One day, a fairy decided to test the couple's generosity. She came to the orchard, dressed as a poor, old woman and begged for the couple to give her a few fruits since she was very hungry. The selfish couple let their dogs loose on her. The old woman was bitten by the dogs and badly injured. She touched the giant tamarind tree and cursed, "Your greed shall be punished". As the woman walked away, the sky darkened and a ferocious storm broke out. The downpour continued until late at night.

The next morning, the sky was clear and blue. The couple came to tend their orchard and they were bewildered to find their entire orchard gone. Instead, there was water everywhere. Then they looked down into the water, they could still see their precious trees at the bottom of the lake. People call the lake “Sampaloe Lake” which means Tamarind Lake in English.

Adapted from Soal UN Bahasa Inggris SMP 2014 Paket 5

16. How many characters are mentioned in the story?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
17. Why did the fairy decide to change herself into a poor old woman? She
 - a. wanted to taste the delicious tamarind trees.
 - b. wanted to test the rich couple's generosity.
 - c. needed help from the orchard owner.
 - d. knew that the rich couple was greedy.
18. What is the main idea of the second paragraph?
 - a. The orchard was buried at the bottom of the lake.
 - b. The orchard has gone before the heavy rain fell down.
 - c. The rich couple was glad to see the sky was clear and blue.
 - d. The disappearance of the orchard made the couple confused.
19. What happened after the old woman touched and cursed the giant tamarind tree?
 - a. The sky became clear and blue.
 - b. The sky darkened and a ferocious storm broke out.
 - c. The tree became small.
 - d. The tree was at the bottom of the lake.
20. What can we learn from the story above? We must
 - a. work hard to be successful.
 - b. be patient in our life.
 - c. be extra careful with strangers.
 - d. share with others and should not be stingy.

Text 5

Long, long ago, a terrible dragon came to the kingdom of Taranian. It carried away the princess “Oh, oh, oh save my princess, “the king Taranian shouted. “Who can save Princess Tara?”

“I can save Princess Tara. I’m the bravest knight in your kingdom”, Prince Gregor said proudly “I can save her too, but I’m the poorest boy in your kingdom”, Thomas said humbly.

“You? Ha..ha..ha..,” Prince Gregor laughed loudly. “How can you save the princess? You have no soldiers and no swords.” “I’ll save the princess, beggar boy.”

Ready! Get set! Charge! The terrible dragon roared! Prince Gregor and his soldiers ran away. But Thomas did not run away. He opened his basket, and took out a ladder, a flute, a rope, piece of meat, a spear, and a blanket. Then Thomas ran into the cave and saved Princess Tara.

Adapted from Primary English Thematic Series

21. Where was the setting of the story?
 - a. Taranian Kingdom
 - b. Prince Gregor Kingdom
 - c. The cave
 - d. Thomas’s house
22. Who was succeed in saving Princess Tara?
 - a. The dragon
 - b. The king of Taranian
 - c. Prince Gregor
 - d. Thomas
23. How many tools did the poorest boy use to fight against the dragon?
 - a. Nine
 - b. Eight
 - c. Seven
 - d. Six
24. “I can save her too, but I’m the poorest boy in your kingdom”. Thomas said humbly.
The antonym of the underlined word is ...
 - a. Angrily
 - b. Politely
 - c. respectfully
 - d. disrespectfully
25. What can you learn from the text?
 - a. People need braveness and power to get something.
 - b. People don’t need braveness and power to get something.
 - c. Somebody needs money to get something.
 - d. Somebody doesn’t need money to get something.

Text 6

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. "Do not trust flatterers."

Adapted from <http://www.taleswithmorals.com/>

26. What does this story belong to?
 - a. Fable
 - b. Legend
 - c. Classic Story
 - d. Science Fiction
27. A Fox once saw a Crow fly off with a piece of cheese in its beak ... (line 1), what does "its" refer to?
 - a. Fox's
 - b. Crow's
 - c. Reynard's
 - d. Tree's
28. "How bright your eye" "The word which has similar meaning with bright in this context..."
 - a. Diligent
 - b. Shiny
 - c. Happy
 - d. Cute
29. What did the fox do to get cheese from the crow?
 - a. He snatched away the cheese
 - b. He asked to have the cheese
 - c. He made the crow throw the cheese
 - d. He sang a song for the crow
30. Who is a flatterer in the story above?
 - a. Queen of Bird
 - b. Mistress crow
 - c. Master fox
 - d. None

GOOD LUCK ☺

APPENDIX 8

The Blueprint of Pre-test and Pos-test

The Blueprint of Reading Comprehension Test

PRE-TEST

Topic Areas	Item Number	Total Questions
Topic	1, 21	2
Main idea	19, 23, 29	3
Detail information	2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 17, 18, 22, 24, 27, 28	16
Vocabulary	5, 15	2
Making inference	16, 26	2
Interpreting reference	4, 7	2
Moral value	20, 25, 30	3

The Blueprint of Reading Comprehension Test

POST-TEST

Topic Areas	Item Number	Total Questions
Topic	26	1
Main idea	3, 18	2
Detail information	2, 4, 6, 7, 8, 9, 11, 12, 16, 19, 21, 22, 29, 30	14
Vocabulary	9, 24, 28	3
Making inference	1, 8, 17, 23	4
Interpreting reference	10, 27	2
Moral value	5, 10, 20, 25	4

APPENDIX 9

Students' Score

Students' Score

No	Name	Score	
		Pre-test	Post-test
1.	Adelia Ratnasari	53	63
2.	Afra Zaidatul Jannah	63	i
3.	Agustriana Indriyanti	50	67
4.	Andika Wahyu Mahendra	i	60
5.	Apriliani Astuti	47	57
6.	Arfan Yulianto	43	50
7.	Bagus Arifin	47	s
8.	Berliana Tata Widyaningrum	57	70
9.	Danang Muh Khoirul Ummam	50	57
10.	Eka Septiana	67	77
11.	Ervana Akbar	47	60
12.	Fitria Nurrohmah	50	53
13.	Hendaryanto Bagus Nugroho	57	60
14.	Intan Dwi Suciningrum	70	83
15.	Leonardus Septian Trimiyanto	60	73
16.	Lusiana Pramesti	80	93
17.	Marchellinus Rio Totti	a	57
18.	Muhammad Arifin	50	53,3
19.	Oktalia Khoirun Nisa'	73	83
20.	Puji Rahayu	67	70
21.	Rendika Ardiarta	50	63
22.	Ria Andari	43	60
23.	Rido Gilang Ramadhan	60	63
24.	Robiantoro Rinto Wijaya	53	70
25.	Sholihah Wulandari	57	73
26.	Tania Saputri	47	50
27.	Yanuar Hartadi	53	60
	Mean	55,76	65,00

APPENDIX 10

Students' Worksheet

Members of group:

1. Arfa Zaidatul .d .
2. Danang Mun .K.U .
3. Adelia Ratna .S .
4. M. Aritin .
- 5.

A. Structure Strategy Diagram

Title The Legend of Pari Temple

Setting :

- Penanggungan Mountain .
- The field .

Character :



Conflict :

- Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was single .

Events :

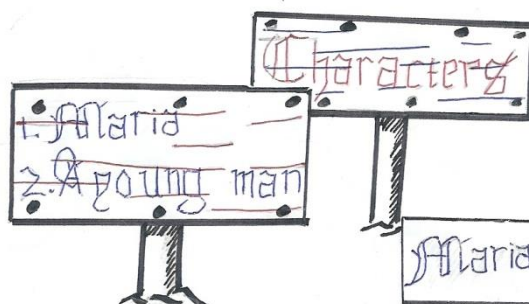
- Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband .
- Kiai Gede gave some seeds of pari or paddy to the couple .
- Kiai Gede heard about the couple's bad behavior

Solution :

Kiai Gede got very ~~angry~~ angry because the couple be arrogant, slowly, Jaka and Dewi turned into temples . Because the temples stood among the pari, people named them as Pari Temple

Members of group:

1. Berliana Tata w
2. Andika Wahyu m
3. Lusiana Pramesti H
4. Hendaryanto Bagus N
5. Oktalia Khoirunnisa'

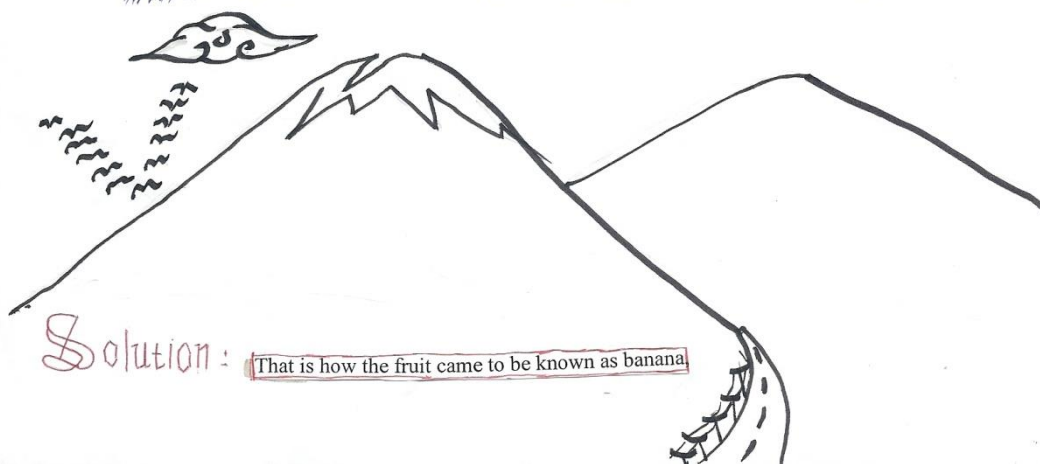


Conflict

Maria was marry with a young man

Events:

the young man never proposed Maria. This made Maria unhappy. She persuaded the young man to marry her.



Members of group:

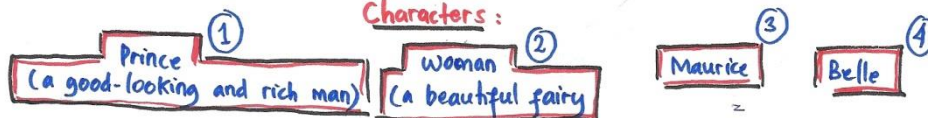
1. Fitria Nurrohmah
2. Intan Dwi Suciningrum
3. Leonardus Sephan Trimiyanb
4. Rensika Ardiarta
5. Sholihah wulanbani

A structure-strategy Diagram**Title :**

Beauty and the Beast

Setting :

Prince's beautiful castle

Characters :**Conflict :**

- The prince didn't like the old and ugly woman and sent her away
- The woman cursed the prince into a beast and his servants turned into furniture

Events :

- Maurice was traveling and enter the castle. He captured by the Beast.
- Belle, the daughter of Maurice, began^{to} worry and started to look for her father.
- Belle arrived in the castle and she found her father.
- Belle asked the Beast to let her father go but he refused. Then, Belle agreed to stay in the castle so that her father could go home.
- Belle and the Beast lived together in the castle. Slowly, the beast changed.
- Belle began to like him and they fell in love with each other.
- The spell was broken. The beast and his servants become human again.

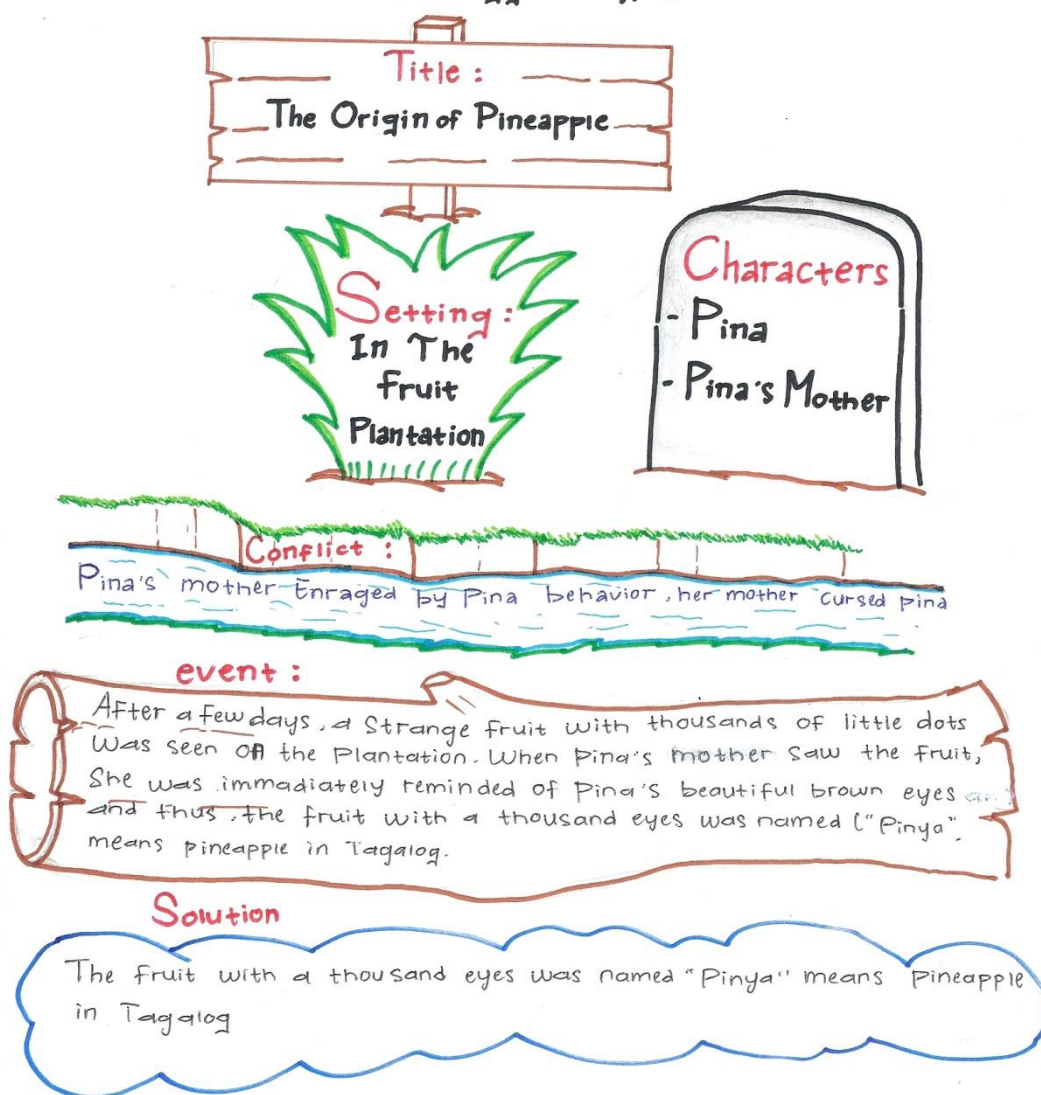
Solution :

- Don't judge a person by his appearance. We don't know him actually.
- True love can broke any badness.

Members of group:

1. Agustriana Indrianti (03)
2. Eka Septiana (10)
3. Ervana Akbar (11)
4. Ropiantoro Rinto.w (25)
- 5.

A Structure - Strategy Diagram



APPENDIX 11

Documentation





APPENDIX 12

Letters



PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMP NEGERI 1 KARANGNONGKO

Alamat : Jagalan, Karangnongko, Klaten 57483 Telp. (0272)3100371

SURAT KETERANGAN
MELAKUKAN PENELITIAN

Nomor : 421/ 043 /13

Yang bertanda tangan dibawah ini Kepala SMP N I Karangnongko menerangkan bahwa:

Nama : EVA DUWY YANTI
NIM : 11202241009
Jurusan : Pendidikan Bahasa Inggris
Program study : Pendidikan Bahasa Inggris

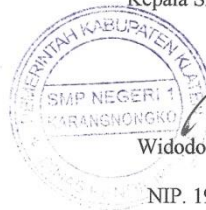
Bahwa saudara tersebut telah mengadakan penelitian di SMPN 1 Karangnongko , Klaten dari Bulan Februari – April 2016 untuk penyusunan skripsi dengan judul :

“ IMPROVING READING COMPREHENSION SKILL OF THE EIGHT GRADE OF SMPN 1 KARANGNONGKO BY USING STRUCTURE STRATEGY IN ACADEMIC YEAR OF 2015/201 ”

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya

Karangnongko, 20 Februari 2016

Kepala SMPN I Karangnongko



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FRM/FBS/33-01
10 Jan 2011

Nomor : 112a/UN.34.12/DT/I/2016
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 27 Januari 2016

Yth. Bupati Klaten
c.q. Kepala BAPPEDA Klaten
Kantor BAPPEDA Klaten, Gedung Pemda II Lantai 2,
Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING READING COMPREHENSION SKILL OF THE EIGHTH GRADE OF SMP N 1 KARANG NONGKO BY USING STRUCTURE STRATEGY IN THE ACADEMIC YEAR OF 2015/2016

Mahasiswa dimaksud adalah

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Lokasi Penelitian : SMP N 1 Karang Nongko Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Tembusan:
- Kepala SMP N 1 Karang Nongko Klaten